690-950-22

Headquarters
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***Army Regulation 690-950-22**

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Civilian Personnel

Civilian Career Program for Public Affairs and Communications Media

Summary. This regulation is a complete revision of CPR 950-22, and it is published as part of the ongoing coversion of civilian personnel regulations to Army regulations. It does not supplement the basic career program regulation, AR 690-950-1, but is a self-contained regulation that implements policies and assigns responsibilities for the Civilian Career Program for Public Affairs and Communications Media. The career program objectives and requirements are covered. Also, the procedures, structure, and occupations in the career program are identified. This is the Army's merit promotion regulation for this career program. A new chapter 3 gives detailed procedures for the training and development of employees, and appendix B has a revised Master Intern Training Plan. The revised training guide is covered in appendix C. This regulation eliminates the superseded General Schedule 1081 (GS-1081) occupational series and adds the new GS-1035 series. Coverage has been extended to include the GS-1020 and GS-1060 series. Under the Army's Mobility, Opportunity, and Development Program, grade GS-4 positions in the GS-301 series are also covered.

Applicability. This regulation applies to Department of the Army civilian employees in this career program. Also, it applies to U.S. Army Reserve technicians except when such policies and procedures are modified by AR 140-315. This regulation does not apply to Army National Guard technicians employed under section 709, title 32, United States Code (32 USC 709), unless specifically made applicable by the Chief, National Guard Bureau.

Supplementation. Supplementation of this regulation is prohibited unless prior approval is obtained from HQDA(PECC-CM), ALEX VA 22332-0300.

Interim changes. Interim changes to this regulation are not official unless they are authenticated by the Adjutant General. Except for retention of a reference copy (CPR 272.2-2a(5)), users will destroy interim changes on their expiration dates unless sooner superseded or rescinded.

Suggested improvements. The proponent agency of this regulation is the Office of the Deputy Chief of Staff for Personnel. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQDA(PECC-CM), ALEX VA 22332-0300.

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*This regulation supersedes CPR 950-22, 9 January 1967.

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Chapter 1
Introduction

Section I
General

1-1. Purpose
This regulation prescribes policy, procedures, and responsibilities for the Civilian Career Program for Public Affairs and Communications Media (hereinafter referred to as the PACM career program). It gives the requirements needed to carry out the instructions in the basic career management regulation, AR 690-950-1. PACM career program employees can plan to meet their career development and career referral objectives by following the procedures in this regulation.

1-2. References
Required and related publications and prescribed forms are listed in appendix A.

1-3. Explanation of abbreviations and terms
Abbreviations and special terms used in this regulation are explained in the glossary.

1-4. Coverage
a. The PACM career program covers professional and technical positions in the Department of the Army (DA). Employees in these positions process and distribute ideas through the mass media and prepare educational, technical, or administrative publications. They also design graphic displays and presentations or produce motion pictures, radio, and television or audiovisual programs.

b. Positions in the General Schedule (GS) pay plan at grades GS-5 through GS/GM-15 in the occupational series listed below are covered—

(1) GS-1020—Illustrating.
(2) GS-1035—Public Affairs.
(3) GS-1060—Photography.
(4) GS-1071—Audiovisual Production.
(5) GS-1082—Writing and Editing.
(6) GS-1083—Technical Writing and Editing.
(7) GS-1084—Visual Information.

c. Permanent employees in GS/GM-301 or GS/GM-1001 occupational series are covered by the PACM career program when the major portion of their duties relates to the Army public affairs, audiovisual, or editorial mission.

d. Some positions do not meet the criteria for coverage even though classified in a PACM career program occupational series (for example, positions that do not provide for promotion to the journeyman level). A decision to exclude positions from coverage will be made by a servicing civilian personnel office (CPO) representative.

1-5. Career program structure
There are four levels of progression within this career program as shown in *a* through *d* below. Further information on training and development at each of these levels is in chapter 3.

a. Intern level is at grades GS-4 through GS-7. This is the primary level for entry into this career program. A detailed training plan for use in preparing interns for target-level performance is in appendix B.

b. Specialist level is at grades GS-9 through GS-12.

c. Intermediate level is the supervisory or staff headquarters specialist level, usually at grades GS-12 and above.

d. Management level is at grades GS/GM-13 through GS/GM-15. These managers have substantial technical operating and management responsibilities.

1-6. Career management objectives
PACM career program objectives are to attract and retain high-quality employees and encourage employee development leading to career progression. The PACM career program does this through the following:

a. Planned intake. Intake needs are determined by using forecasting techniques to estimate career program strength, expected losses, and future staffing requirements. CPMs in major Army commands (MACOMs) will supplement this guidance as necessary. They will provide intake requirements and other information to the PACM functional chief representative (FCR) and the planning board when requested. Intake includes recruitment at the intern level as well as recruitment of non-DA candidates at higher grade levels.

b. Central referral. Headquarters, Department of the Army (HQDA) will maintain a centralized referral inventory of PACM career program records submitted by employees and non-DA status candidates who are interested in referral for vacancies at grade GS-12 and above. This central inventory is maintained by the U.S. Army Civilian Personnel Center (CIVPERCEN).

c. Career development. Training, developing, and counseling PACM employees are essential objectives of this career program. This requires planning and communication between employees and their supervisors. Well established career patterns are an integral part of career development. These career patterns inform employees (especially those at lower grade levels) about the combinations of professional and technical assignments available for career planning.

The particular career pattern selected by individual employees needs to be related to their education and experience, as well as training or developmental opportunities. Therefore, it is essential that employee interests, abilities, and potential be continually assessed, so that employees can be sent to appropriate training or be reassigned for developmental purposes as needed.

(1) *General career patterns and progression.* Career patterns for both professional and technical occupations are in figure 1-1. This figure shows the relationship of PACM occupations by grade level. Employees may enter, progress through, or move laterally as shown. Movement generally occurs vertically for promotion or laterally for development. Career patterns and progression are covered in more detail in chapter 3.

(2) *Lateral movements.* To the extent that employees meet basic Office of Personnel Management (OPM) Handbook X-118 standards, movement at the same grade within a functional area or occupational series is encouraged. Both the employee and the organization benefit from lateral movement. The employee gains varied experience needed for positions at the intermediate or management levels. For example, experience in two or more audiovisual functions such as television, motion picture, or radio is required to qualify as an Audiovisual Production manager. The organization benefits from the ability of the manager to look at related functions as a whole. This ability helps the manager learn how to set priorities and properly allocate and manage resources.

(3) *Vertical movement.* Opportunity for promotion to successively higher grades within an occupational or mission specialty may occur more often than opportunities for lateral reassignments. Specialization permits an individual to become very proficient in a relatively narrow range of skills. A specialized employee can also fill a need in an organization. This employee becomes the professional and technical expert within his or her area of competence. Initial progression up the ladder may be faster than that of the individual who gains experience in several specialities. However, chances of reaching top positions in the managerial level are limited in comparison with those employees with broader experience.

(4) *Patterns of advancement.* Advancement is usually based on three patterns as shown in figures 3-1 and 3-2. The first pattern is the specialist or technician pattern. It is used by employees who wish to remain in a specific functional area throughout their careers. These employees should concentrate on technical training and aspire to become supervisors or managers within their specialty at the installation level. The second pattern is used by employees who wish to progress to staff management positions at a MACOM or at HQDA. Supervisory and management training or experience should be included in the Individual Development Plan (IDP) of these employees as they approach midcareer grade levels (GS-12 or GS/GM-13). A third pattern includes employees who desire program administration or management positions that could lead to assignments covering two or more Army public affairs functional areas. In this case, career planning may call for lateral assignments within established career patterns or special developmental assignments (for example, long-term training (LTT) or fellowships).

1-7. Affirmative action

The PACM career program is subject to current Equal Employment Opportunity Commission (EEOC) and HQDA guidance on affirmative action. Annual intake and advancement goals for minorities, women, and handicapped persons are included in affirmative action. Within the merit system, PACM officials at all levels will carry out equal employment opportunity (EEO) objectives and measure progress toward established goals. These actions will be taken without regard to race, color, sex, marital status, political affiliation, religion, national origin, nondisqualifying handicapping condition, or age. EEO goals and affirmative actions will be supported by PACM officials who will use specific career program goals and evaluation techniques to assess progress.

Section II
Responsibilities

1-8. Headquarters, Department of the Army officials

a. The Secretary of the Army is responsible for civilian personnel management (including career management) within DA.

b. The Deputy Chief of Staff for Personnel (DCSPER) is responsible for establishing, managing, and evaluating civilian career programs.

c. The Director of Civilian Personnel (DCP) is responsible for carrying out the DCSPER responsibilities as described in AR 690-950-1.

1-9. Functional chief and functional chief representative

a. The Chief of Public Affairs (CPA) in the Office of the Secretary of the Army is the functional chief (FC) of the PACM career program. The Assistant Chief of Public Affairs (Resources Management) is designated functional chief representative (FCR).

PACM deputy FCRs have been designated for each of the functional areas listed below—

(1) Audiovisual.

(2) Graphic Communications.

(3) Public Affairs.

(4) Writing and Editing.

(5) Technical Writing and Editing.

b. The FCR will not assume the role of career program manager for employees in the Secretariate or on the Army staff (ARSTAF). The FCR will have appropriate staff resources to act for the FC and to perform the duties and functions assigned to the FCR below—

(1) Chair the PACM career program planning board.

(2) Monitor pertinent affirmative action plan (AAP) goals relating to the PACM career program.

(3) Initiate corrective action when EEO progress appears to be inadequate.

(4) Assist in estimating annual DA-wide career program intern intake needs and budgets based on overall forecasts of staffing requirements and projections furnished by the MACOM CPM.

(5) Ensure that the master intern training plan (MITP) is adequate. Establish standards for selection of intern training sites.

(6) Evaluate timeliness and effectiveness of career program staffing and training actions with CIVPERCEN.

(7) Prepare functional input to respond to inquiries received regarding career program policies, procedures, and actions. Responses concerning referral actions will be prepared by CIVPERCEN. Responses will be coordinated with the FCR.

(8) Ensure that personal counseling, career planning, and other assistance for employee development is available and scheduled for career program employees.

(9) Review recommendations on nominations for LTT or major short-term managerial training.

(10) Develop special management development and training programs to ensure that a cadre of well-qualified employees are available to fill key managerial vacancies.

c. The FCR has delegated decision authority for formal grievances involving rating, ranking, or referral to the Chief, CIVPERCEN.

1-10. Career program planning board

a. This board helps the FC perform assigned responsibilities. Also, the board helps PACM officials and MACOM commanders in the management of career program requirements and procedures.

b. The membership of the board will be as follows:

(1) The Chief of Public Affairs (as the FC), or the FCR will appoint members to the PACM career program planning board. Appointments will be primarily from among MACOM CPMs, deputy FCRs, and senior career program employees from Army installations and activities.

(2) A civilian personnel representative from CIVPERCEN.

c. This board will advise and assist the FC in—

(1) Forecasting and planning staffing needs.

(2) Reviewing proposals to change career program procedures, requirements, or this regulation.

(3) Ensuring relevancy of job-related evaluation criteria for the PACM career program.

(4) Ensuring that training and development requirements are identified so that training and development needs are met at the appropriate time in the employee's career.

(5) Devloping or modifying career patterns and special developmental activities such as reassignment, LTT, fellowships or semester academic programs.

(6) Monitoring budget needs for intern intake, LTT, and management development.

(7) Reviewing affirmative action progress and developing ways and means for improvement.

1-11. Central referral office (CRO)

The CRO for this career program is CIVPERCEN which operates under the technical direction of the DCP. CIVPERCEN administers the PACM career program with the FC. CIVPERCEN will—

a. Process referral requests, ensure proper consideration of candidates, issue PACM referral lists, and maintain the PACM registration and referral files, as well as other career program records and documents.

b. Help the FCR conduct the PACM career program planning board meetings and record and publish career program decisions.

c. Use appropriate recruitment sources for hard-to-fill PACM vacancies, and meet affirmative action plan (AAP) requirements as follows:

(1) Identify grades and PACM occupational series that need to be supplemented by targeted recruitment of qualified minority, female, and handicapped outside registrants.

(2) Identify recruitment sources and issue vacancy announcements for hard-to-fill PACM vacancies at the DA-wide mandatory referral level.

(3) Determine eligibility and minimum qualifications of outside applicants for registration in the PACM career program.

d. Be the primary communication source on administrative and operational aspects of the PACM career program.

e. Advise the FC or MACOM CPMs on the development of career patterns and training guides.

f. Develop and validate PACM candidate evaluation and job analysis procedures as prescribed in Federal Personnel Manual (FPM) Supplement 335-1.

g. Maintain career appraisal and related documents submitted by PACM employees for 5 years.

1-12. Department of the Army staff career program managers

CPMs at the ARSTAF serve the same functions as activity CPMs for PACM employees at HQDA. Deputy FCRs work directly with the FCR.

1-13. Commanders of major Army commands

Commanders of MACOMs will—

a. Provide resources to administer and support the PACM career program and related management developmental activities throughout the command. They will also ensure that overall career program policies and requirements are met.

b. Ensure that evaluation and referral processes of PACM employees within the MACOM are operating effectively.

c. Support PACM intake by preparing and submitting annual and long-range forecast plans for needed human resources and by funding requirement estimates to support PACM intern positions.

d. Designate a MACOM CPM to assume responsibilities defined in paragraph 1-15.

e. Ensure identification of PACM training needs, special developmental assignments, and appropriate followup action. When appropriate, MACOM commanders will support special management development or training programs.

f. Ensure that civilian career management is evaluated. Also, commanders will ensure in their evaluations that followup actions are taken to support quality staffing, employee communications, EEO objectives, and effective management assignments and employee development in the PACM career program.

g. Provide leadership and direction in EEO aspects of PACM management within their command.

h. Monitor achievement of career-management-related EEO goals in the MACOM AAP, or as otherwise established.

i. Identify situations in the MACOM where PACM EEO progress is inadequate and begin corrective action.

j. Ensure PACM activity CPM involvement and CPO help for post-selection audits.

1-14. Major Army command staff civilian personnel directors

As principal advisers to the commander on career management, MACOM staff civilian personnel directors (CPDs) will—

a. Exercise, for the commander, authority pertaining to MACOM-wide monitorship of the PACM career program. This authority involves staff functions for—

(1) Recruitment and placement.

(2) Training and development.

(3) Managerial development and assignment.

b. Interpret and ensure implementation of this regulation.

c. Advise and support commanders, CPMs, civilian personnel officers, and other officials in PACM managerial development.

d. Direct the administration of managerial, LTT, and intern training program budget elements.

e. Monitor status of AAP goals, along with MACOM CPMs and EEO officers.

f. Serve as office of record for PACM appraisal and referral records. Also, MACOM CPDs will perform administrative and regulatory support functions.

g. Ensure accuracy and timeliness of PACM career appraisal registrations and career referral request submissions.

h. Ensure that PACM civilian personnel instructions or other correspondence and information developed at DA or MACOM level are sent to subordinate commands and activities through CPO channels. Coordinate these actions with all MACOM CPMs as necessary.

i. Review and comment on civilian personnel guidance or instructions including material developed by the PACM FC or FCR.

1-15. Major Army command career program managers

PACM CPMs are the FC counterpart at the MACOM level. PACM CPMs will—

a. Advise command headquarters and field activities on career management and other assignments concerning PACM career program matters.

b. Support effective career planning and progression.

c. Evalute and submit budget data on PACM intern requirements and training, management development, and LTT.

d. Monitor PACM training activities in MACOM facilities, with appropriate FCR consultation and coordination.

e. Advise top-level PACM managers on LTT opportunities and developmental assignments.

f. Assess the quality of PACM intern training.

g. Monitor EEO progress within PACM and perform followup to ensure support of EEO goals.

h. Help determine annual PACM staffing requirements and intern needs.

i. Serve, when required, as activity CPM for MACOM headquarters offices.

j. Select deputy CPMs when warranted by career program population.

k. Delegate, as needed, certain authorities or responsibilities to the CPA of a major Army subcommand (SUBMACOM).

1-16. Major Army subcommand career program managers

A MACOM CPM may assign the CPAs of SUBMACOMs certain responsibilities in their respective commands. The MACOM CPM will define the delegated authorities or responsibilities in a letter to both the FC and the SUBMACOM CPM.

1-17. Activity commanders

Activity commanders will—

a. Administer the PACM career program for employees of the activity. This includes providing resources to cover administrative costs (for example, temporary duty (TDY) expenses for participants in the PACM career program planning board or panels).

b. Ensure that all PACM civilian personnel actions, including referrals and selections, are accomplished under merit principles and EEO policies.

c. Monitor use of Civilian Training Education Development (CTED) intern spaces and funds allocated by HQDA.

d. Ensure that the activity follows PACM career intern MITP.

e. Select an activity CPM for the PACM career program. The PACM activity CPM will normally be the senior civilian registered in the PACM career program.

f. Ensure communication with PACM employees on requirements, responsibilities, policies, and procedures of career program management and administration. Additionally, activity commanders will ensure communication with these employees on the meaning and characteristics of the PACM career program in terms of career progression, EEO, and training opportunities.

1-18. Installation civilian personnel officers

Installation civilian personnel officers are responsible for the effective administration of the PACM career program. They will—

a. Requisition (through normal publications supply channels) sufficient copies of this regulation to provide one copy to each intern, career employee, activity CPM, and supervisor in local PACM career program offices or activities.

b. Monitor career management of this career program and provide support in its administration for the activity commander.

c. Monitor training of PACM employees. This includes intern training, functional training, managerial development, and LTT.

d. Ensure compliance with regulatory, administrative, and procedural requirements of the PACM career program.

e. Guide and support PACM supervisors and activity CPMs in carrying out career appraisal responsibilities and employee counseling.

f. Ensure that orientation is provided and that PACM information is given to supervisors and employees.

g. Ensure that individuals with PACM responsibility are informed of their duties.

h. Distribute PACM career program materials received through command channels and coordinate this information with the PACM activity CPM.

i. Provide program support and technical assistance on career management actions to support EEO goals. Coordinate these actions with EEO officials.

j. Ensure use of available recruitment sources, including those that find qualified minorities, women, and handicapped persons.

k. Administer referral records. Forward referral and selection information as requested in CIVPERCEN administrative instructions.

l. Maintain current EEO statistics on PACM selections and training and coordinate CPO actions on the use of this information with EEO officials.

m. Work with the PACM activity CPM on post-selection audits to comply with affirmative action, Federal Equal Opportunity Recruitment Plan (FEORP), and Severely Handicapped Recruitment Program (SHARP) requirements.

n. Keep records and follow up with supervisors and employees to comply with career record submission requirements.

o. Serve as the activity clearinghouse for submission of local PACM career information to CIVPERCEN.

p. Ensure that employees are aware of due dates and procedures for preparing and submitting career appraisals to the CPO.

q. Advise employees, supervisors, and the activity CPM of training and developmental opportunities in the PACM career program and availability of training funds and budget procedures.

r. Provide training to PACM supervisors on career program management and administration, with the assistance of the PACM activity CPM.

s. Determine annual PACM staffing requirements for each of the four progression levels with the assistance of PACM officials.

1-19. Activity career program managers

PACM activity CPMs provide technical advice and assistance to the activity commander and CPO. The PACM activity CPM will—

a. Help supervisors provide information to employees on—

(1) PACM career program scope and patterns.

(2) Characteristics of career progression.

(3) Benefits of mobility and developmental assignments.

(4) Realistic career expectations based on employee mobility, referral desires, quality of performance, and grade levels.

b. Serve as the authoritative person to assist selecting officials (especially supervisors who are not in the PACM functional area) and the CPO to identify appropriate career appraisal elements needed to prepare requests for referral lists.

c. Provide guidance to supervisors on training needs and training courses desirable for improved employee performance and career progression. The activity CPM will coordinate this action with the CPO.

d. Monitor and advise supervisors and career program employees on the use of the PACM career appraisal and planning for PACM assignments and progression.

e. Provide advice and guidance to supervisors and employees on where and at what grade level PACM job opportunities could be available.

f. Monitor management and training selection of PACM interns.

g. Ensure that intern performance requirements are met in terms of qualifications and high potential to succeed in the job. The activity CPM will coordinate this action with the CPO.

h. Monitor management and training of PACM interns, including intern appraisals. Monitor documentation of intern training accomplishments maintained by supervisors.

i. Assist in determining annual PACM staffing requirements and intern needs.

j. Provide guidance and assistance to voluntary registrants on registration procedures.

k. Monitor and coordinate actions required by the AAP.

l. Help the CPO to—

(1) Recruit minorities, women, and handicapped persons.

(2) Conduct post-selection audits.

(3) Monitor training and development information and activities.

m. Participate in upward mobility program planning.

n. Provide guidance in the informal stage of EEO complaint processing and in attaining a resolution in the early stages of the complaint process.

1-20. Supervisors

PACM supervisors, with the help of the CPO and activity CPM, will—

a. Be the employee's initial source of information for the following:

(1) PACM career program objectives and procedures.

(2) PACM progression patterns.

(3) PACM career appraisal purpose and content.

(4) PACM mobility.

(5) PACM reassignment opportunities.

b. Discuss (or explain as required) the following with employees—

(1) PACM career appraisal requirements and procedures.

(2) Training and developmental opportunities.

(3) Realistic career expectations.

c. Consult with employees to review training needs. Make reasonable efforts to ensure that employees are made available for planned training.

d. Assist employees with career appraisal forms. Enter supervisory information on the career appraisal as appropriate.

e. Consider minorities, women, and handicapped employees for selection, promotion, developmental assignment, and training (including LTT).

1-21. Career program employees

Employees in positions covered by the PACM career program should—

a. Submit career appraisal forms identified in this regulation and other PACM instructions.

b. Help supervisors, CPOs, and PACM officials to—

(1) Assess performance and qualifications strengths and weaknesses.

(2) Develop training plans.

(3) Complete the career appraisal.

c. Continually improve knowledge, skills, and abilities required in the PACM career program through self-development and training.

Section III
Career Program Requirements

1-22. Personnel support

The FC will make resources available consistent with responsiblities assigned in this regulation. Human resources needed to operate the PACM career program will be budgeted by HQDA and MACOM commanders.

1-23. Funding for centralized interns, long-term training, and managerial development

a. The management of the CTED Student Detachment by HQDA includes the allocation of central intern spaces to the PACM career program. HQDA allocates and controls central funds for the administration and training of career interns. Local career interns may be used to supplement the centralized HQDA intern program to meet command needs. Resource support for this purpose will be provided by responsible commanders.

b. DA centrally funded intern space allocations may be adjusted by the MACOM (within 20 percent) between career programs. Any adjustments to the PACM career program must be approved by the PACM FCR.

c. Surplus interns or emergency intern needs will be reported to HQDA(PECC-TDP), ALEX VA 22332-0300 for resolution in coordination with the PACM FCR.

d. Funding for managerial training (including LTT) will be coordinated with the PACM FCR by CIVPERCEN.

1-24. Channels of communication

There are two channels for communications to accomplish the administration and management of the PACM career program.

a. Civilian personnel channel. The servicing command CPO channel is the line of communication for personnel actions and regulatory guidance directed to this career program. This channel is also used to transmit files, career program records, panel feedback, reports, and other administrative information and regulations.

b. PACM functional channel. This channel follows a line of functional responsibility through MACOM CPMs to the FC. This channel supplements the information sent through the civilian personnel channel. The functional channel will be used for—

(1) Sending communications to PACM career program employees and supervisors on program developments and objectives.

(2) Announcing special training and development or LTT opportunities.

(3) PACM career planning board activities.

(4) Other PACM career program related information.

1-25. Program evaluation

The FC, with assistance from CIVPERCEN and other personnel officials, will assess PACM career program requirements and the effectiveness of the administration of the PACM career program. Program evaluation requirements and procedures for the review and assessment of the PACM career program are listed in AR 690-950-1, paragraph 1-28.

1-26. PACM functional areas

The PACM career program is organized into the Audiovisual, Public Affairs, Writing and Editing, and Graphic Communications functional areas. PACM job requirements and functional areas cover a broad range and level of performance. The descriptions of the functional areas below are not intended to reflect a specific level of performance for position classification purposes.

a. Audiovisual functional area. This area includes all positions in the Photography (GS-1060) and Audiovisual Production (GS-1071) series. Also included are selected operating, staff, administrative, and liaison positions classified in the GS-1001 or GS-301 series, if substantial knowledge of audiovisual techniques is required. The GS-1001 series identifies managerial, administrative, operational, and liaison positions when a combination of audiovisual technical specialties is required. Employees in this functional area plan, direct, manage, implement, operate, supervise, or coordinate the programming, production, fabrication, and procurement of all in-house and contracted audiovisual products. They do the same services to support Army command and control, operations, information, education, training, and research and development requirements. Work in this field requires creative ability plus knowledge of audiovisual production and fabrication techniques, and characteristics of the audiovisual media. Job specialties and titles are—

(1) *Supervisory Photographer (GS-1060).* These employees plan, direct, and supervise still, motion picture, and laboratory photographic operations. They work with management officials to determine the kind of photographic equipment needed, the nature of photographic coverage required, and the ways photography may be used to contribute to the organization's program.

(2) *Photographer (GS-1060).* These employees use still, motion picture, television, ultra-high-speed aerial, or other cameras to take photographs for informational, educational, or scientific records. Some photographers work only in the laboratory and do no camera work.

(3) *Motion Picture Production Specialist (GS-1071).* These employees plan, supervise, direct, or produce and edit motion pictures.

(4) *Television Production Specialist (GS-1071).* These employees plan, supervise, direct, or produce and edit live or taped television programs.

(5) *Radio Production Specialist (GS-1071).* These employees supervise, direct, or produce live or recorded radio programs.

(6) *Audiovisual Production Specialist (GS-1071).* These employees plan, direct, or supervise the production and editing of film strips, prerecorded slide presentations, sound accompaniment to exhibits and

scenic or historic panoramas, and other similar productions. They work with components of the audio and visual media. However, they are not required to have the specialized knowledge of production techniques characteristic of the radio, television, and motion picture specialist.

(7) *Audiovisual Production Officer (GS-1071).* These employees supervise, manage, or direct productions in any of the combinations of audiovisual media. Also, they advise and consult commanders and their staff on audiovisual production requirements. They have substantial specialized knowledge and the ability to work in at least two of the three audiovisual media such as radio, television, and motion picture production.

(8) *Audiovisual Management/Staff Officer (GS-1001).* These employees are in nonproduction managerial, staff, and liaison positions involving any combination of audio, graphics, photography, motion pictures, or television. Employees in these positions have a broad background in audiovisual requirements plus managerial and administrative skills. They may be managers of audiovisual facilities, staff audiovisual advisers, or consultants. Also they are contracting officers representatives when audiovisual support or services are furnished through civilian contracting.

b. Graphic communications functional area. This area includes all positions in the Illustrating (GS-1020) and Visual Information (GS-1084) series. Employees in this area plan, graphically design, supervise, or produce graphic artwork, components, and materials. They are analysts and consultants in the visual presentation of information. All positions in this field require substantial knowledge of the basic composition principles of color, line, form, space, and reproduction techniques. Job specialties and titles are—

(1) *Illustrator (GS-1020).* These employees must have artistic ability and creative skills. Also, some Illustrator positions require substantial knowledge of technical, medical, engineering, or scientific fields. Illustrators in these specialties must have a working knowledge of the terminology and basic theories of the field. This knowledge enables them to give visual interpretations that are accurate and precise. Illustrators reduce complex information into a simple, accurate, and easily understood finished graphic format.

(*a*) *Illustrator (General) (GS-1020).* These employees apply artistic skills and creative ability to produce illustrations and finished artwork covering a wide range of subjects in a variety of media. They have extensive knowledge of illustrating techniques of style, format, medium, color, and the technical methods of artwork reproduction. Finished artwork produced also includes camera-ready mechanicals used for reproduction.

(*b*) *Technical Equipment Illustrator (GS-1020).* These employees have artistic ability and substantial subject-matter knowledge. They combine these to design and execute technically accurate illustrations of equipment or maintenance and operating procedures. Their finished artwork is suitable for immediate use or reproduction.

(*c*) *Scientific Illustrator (GS-1020).* These employees have artistic ability and substantial subject-matter knowledge in a scientific discipline. They combine these to design and produce technically accurate illustrations of scientific concepts, experiments, procedures or abstract ideas and theories. Their finished artwork is suitable for immediate use or reproduction.

(*d*) *Medical Illustrator (GS-1020).* These employees have artistic ability and substantial subject-matter knowledge. They combine these to design and produce factually accurate illustrations of medical/surgical concepts, experiments, and diagnostic procedures. Their finished artwork is suitable for immediate use or reproduction.

(2) *Visual Information Specialist (GS-1084).* These positions require ability to plan the overall design of publications, presentations, and exhibits by combining visual components with the written word. This ability is needed to improve the overall understanding of the product. Artistic ability to produce finished artwork is not a prerequisite to qualify as a Visual Information Specialist (VIS). However, most positions require artistic skills.

(*a*) *Visual Information Officer (GS-1084).* These employees plan, organize, and direct the graphic design function of an installation or activity production unit. They are technical and professional advisers on policy and procedures. They advise on matters affecting the installation or activity graphic design support operation; or they supervise visual information specialists, illustrators, and other personnel working in the production of graphic support products and service.

(*b*) *Visual Information Specialist (General) (GS-1084).* These employees have a working knowledge of printed material, presentations, and exhibits. They also have the ability to research, plan, coordinate, and carry out graphic communications assignments from the intitial concept and design through completion. These specialists may draw rough sketches of the desired end product for an illustrator or other designer to develop into the finished product. The specialist ensures that the finished product meets the user's objectives or requirements.

(*c*) *Visual Information Specialist (Printed Material) (GS-1084).* These employees work exclusively in the design and production of literature, primarily in book, manual, pamphlet, or periodical finished format. They have substantial knowledge of the technical characteristics related to printing and lithography. This includes knowledge of production steps, procedures, materials, and equipment and their application to the design of a publication. They work closely with writers, editors, and subject-matter experts. Also, they direct the work of typesetters, photographers, and illustrators.

(*d*) *Visual Information Specialist (Presentations) (GS-1084).* These employees specialize in the design and creation of visual materials that support classroom instruction, presentations, briefings, training conferences, speeches, and similar functions. A large portion of their work is in the projected arts. These specialists also design and produce large charts, television art, story boards, and artwork for exhibits. They have a working knowledge of audiovisual equipment and photographic techniques.

(*e*) *Visual Information Specialist (Exhibits) (GS-1084).* These employees conceptualize and design exhibits, displays, and models in three-dimensional form. They have a working knowledge of drafting techniques, perspective layouts, and model construction. To make maximum use of an exhibit area, they incorporate the factors of height, width, and depth into their designs. These specialists monitor the exhibit fabrication and are responsible for quality control of the finished product. Also, they have a working knowledge of audiovisual equipment and its uses in exhibit construction.

c. Public Affairs functional area. This area includes all positions in the Public Affairs (GS-1035) series. It also includes some positions in the Writing and Editing (GS-1082) series when preparation of copy or scripts is required for the Army's nonofficial publications and audiovisual productions. Employees in this functional area apply the principles and techniques of mass communications, marketing, and public affairs policies and procedures. They prepare information about the Army and distribute it to the external public through the mass media. They distribute Army guidance internally through command information channels. Some employees work directly with community organizations that have special interest in the Army; others work in advertising for the Armys recruiting mission. Writers and editors in this functional area are primarily assigned to an Army magazine or newspaper staff, or to command information radio, television, or motion picture writing positions. Newspaper and magazine writers and editors apply journalistic writing style and techniques. They are familiar with magazine or newspaper design, photography, graphic arts, and communications law as it applies to the Army command information program. Writers or editors in newspaper production have a working knowledge of civilian enterprise contract procedures and have the ability to conduct readership analysis and surveys. Job specialties and titles in Public Affairs are—

(1) *Supervisory Public Affairs Specialist (PAS (GS-1035).* These employees direct the total public affairs program of one or more public affairs functional areas of a command, installation, or activity. This includes the direction of internal and external information and community relations. They advise the commander and staff regarding public affairs. These specialists monitor and evaluate plans and activities to decide what information should be made available to the external or internal public and predict their likely reaction. Supervisory PASs ensure that the external and internal public is quickly and fully informed about the Army and actions that affect the Nation and its citizens. They formulate the public affairs objectives of the command, installation, or activity. Skill in using a variety of communications channels is required to achieve those objectives. Supervisory PASs establish and maintain effective relationships with representatives of the mass media. They also evaluate and supervise the performance of subordinate PASs serving as division or branch chiefs in subareas of Army public affairs. Supervisory PASs having writing and editing skills. Also, they are trained to review and evaluate the appropriateness of various media to achieve Army public affairs objectives.

(2) *Public Affairs Specialist (GS-1035).* These employees are assigned to the public affairs staff. They plan, develop, and implement programs and activities in one or more specialized subareas of Army public affairs. They also advise management on matters pertaining to their specific area of specialization.

(3) *Public Affairs Specialist (External) (GS-1035).* These employees plan, develop, and present factual information about Army programs and activities to the external public through the mass media. They ensure that information will meet the requirements of the targeted audience and of the medium used. They maintain liaison with media representatives or selected organizations and make it possible for the public to obtain information about Army activities through these sources. PASs have writing and editing skills and the ability to produce this information for a variety of media. They advise management on public affairs programs and problem areas.

(4) *Public Affairs Specialist (Internal) (GS-1035).* These employees plan, develop, and present factual information of general and specific interest to the Army's internal public. They present this information through internal channels. The inter-

nal public includes soldiers, retirees, their family members, and DA civilians.

(5) *Public Affairs Specialist (Community Relations) (GS-1035).* These employees plan, develop, and implement programs and activities that establish and maintain a mutually effective relationship between the military and their nearby off-post civilian community. These specialists have writing and editing skills and the ability to accomplish community relations program objectives. They give recommendations to the supervisory PAS on community relations programs and problem areas.

(6) *Public Affairs Specialist (Recruiting/Advertising) (GS-1035).* These employees plan, develop, and implement activities that support the Army recruiting mission. They use all related PAS skills plus marketing and advertising techniques. PASs in this field have a working knowledge of the technical requirements and capabilities of radio or television production, printing and photographic techniques, graphic design, and layout. They have a broad background in advertising; this background includes copywriting, media selection, marketing skills, and budgeting and accounting.

(7) *Writer (GS-1082).* Writers in the public affairs area prepare articles, manuscripts, speeches, or scripts on various subjects. Their writing is based on reasearch, reading, or other methods. They plan and select the information to be used and determine the order of presentation and choice of words. Also, they compose the initial draft of the article, news release, feature material, speech, or script. Knowledge of internal policies, plans, and command objectives is important for editorial judgments. Specializations include printed media, radio, motion pictures, and television.

(8) *Editor (GS-1082).* Editors in the public affairs area make editorial judgments concerning the content, style, and propriety of written materials prepared by others. They edit before these materials are released for final publication or production. Editors have knowledge of style guides, printing, publications and procedures, and internal policies governing the content of materials. They reorganize and revise material to conform with the writing objective or the style and manner of presentation appropriate to the targeted audience.

d. Writing and editing functional area. This area includes all positions in the Technical Writing and Editing (GS-1083) series. It also covers some positions in the general Writing and Editing (GS-1082) series. Duties of the GS-1082 series primarily support the Army's administrative, doctrinal and training literature publication programs. Specialization in this functional area covers a variety of technical subject-matter fields. Writers may specialize in the print or electronic media. The responsiblities of writers/editors in all positions is to produce materials which effectively communicate the subject matter to the target audience. Employees of both series write and edit a variety of publications. These publications include technical and equipment manuals, technical bulletins, field manuals, Army regulations, DA pamphlets, DA circulars, skill qualification tests (SQTs), and Army Training and Evaluation Programs (ARTEPs). They also prepare and edit, for publication, technical documents such as reports; articles; legal decisions and opinions; and audiovisual scripts for training, research, and documentation. Writing and editing abilities are primary skills required in all positions in this functional area. Technical Writing and Editing positions also require specific subject-matter knowledge. Job specializations and titles are—

(1) *Writer-Editor (GS-1082).* Employees in this series plan, write, edit, and supervise the production of Army administrative and doctrinal and training literature publications and materials. These include field manuals (for example, training and how-to-fight manuals, soldier's manuals, trainers' guides, training circulars, SQTs, and ARTEPs). Writers and editors apply research and editorial skills and techniques. These skills are used to acquire, analyze, select, revise, and present information on various subjects. This information must be in the appropriate format, medium, and reading grade level for an intended audience. Employees in the GS-1082 series generally have sufficient working knowledge of a wide variety of subjects and publications. Also, they are able to interpret facts and present them logically, accurately, and effectively. A major function of writers and editors is to critique, correct, rewrite, and approve manuscripts that are prepared by authors who may not be professional writers. Also, senior writers and editors may be project managers for agency publications. As project managers they plan, direct, and coordinate auxiliary activities to ensure the overall effectiveness of the final product.

(*a*) *Writer (GS-1082).* Writers in this functional area prepare official Army publications and training and doctrinal literature materials. They acquire information about the subject-matter through library research, reading, and interviewing subject-matter specialists and policy officials. Writers plan and select the information to be used, determine the order of presentation and choice of words, and compose the initial draft manuscript. As necessary, writers rewrite and polish later drafts of the manuscript until it is in final form.

(*b*) *Editor (GS-1082).* Editors start with a manuscript that was written by someone else. To do their editorial function, editors must acquire information about the subject by reviewing the manuscript or, as necessary, by consulting other sources. They apply editorial judgment and knowledge of Army and agency policy and regulations. They analyze the manuscript's objective, style, and manner of presentation. They reorganize or revise manuscripts when appropriate. Editors are the link between the author and the audience. They have a responsibility to the reader to ensure that a publication is written clearly, concisely, and consistently. Because editors often are not subject-matter experts, they must have a certain objectivity that enables them to detect vague terms, ambiguous statements, needless duplication, and conflicting information. In this capacity, the editor serves as a sounding board—questioning, clarifying, and sythesizing until the publication is a cohesive, well-written document. Editors seldom make major changes in the manuscript without discussion with the author. These discussions must preserve a cooperative and constructive relationship with the author. In many cases, editors may do the rewriting themselves, or suggest to the author other ways, means, and techniques that might be used to improve the presentation of the material. For example, they might suggest ways to adapt the material to a style and format required by the medium. Or they might recommend ways to make the tone or level of presentation more appropriate for the targeted audience or the objective for publishing.

(*c*) *Writer-Editor (GS-1082)*. These positions combine both the writing and editing functions; neither writing nor editing dominates this function.

(2) *Technical Writing and Editing (GS-1083)*. Within DA there are five categories of Technical Writers and Editors classified in the GS-1083 series. These employees plan, write, edit, and supervise the production of technical manuals, technical publications, technical specifications, training and doctrinal publications, and supply publications. Professional editorial skills are required. Also, these writers and editors have the ability to do independent research. This ability enables them to identify and properly use technical and nontechnical sources data and information. With these skills they prepare well-written and edited original documents precisely tailored for a specific audience. Army civilian technical writers and editors may be assigned to any of several fields that require considerable technical knowledge. Weapons systems, engineering, electronics, natural sciences, intelligence, medicine, law, and tactical and logistics doctrine are examples of required knowledge.

(*a*) *Technical Manuals Writer/Editor (GS-1083)*. These employees plan, prepare, and are responsible for Army technical manuals that give operating and maintenance procedures for users to follow. Their work begins with research and development and continues through the post-production phase. These writers and editors respond to any changes in operating or maintenance concepts. They also respond to engineering changes that may affect the content or accuracy of the proposed manuals. These manuals reflect Army logistics philosophy and doctrinal concepts. They are written at various educational, experience, and skill levels. Also, they are tailored for compatibility with the users operational capabilities, skill levels, tools, test equipment, and repair parts authorized for the users unit level of operation and maintenance. Technical manual writers and editors work closely with other Government personnel, civilian contractors, and other nongovernmental personnel in a wide range of professional disciplines. They are highly skilled researchers, writers, and editors who have substantial knowledge of their subject-matter specialty. Also, they are well informed about Army training concepts, operations, logistics, and organization and equipment systems.

(*b*) *Technical Publications Writer/Editor (GS-1083)*. These employees prepare or edit technical documents, such as articles, manuscripts, reports, or legal decisions and opinions for publication. Or, they manage technical information programs or publications for a command or activity. Their work supports scientists and engineers working in basic and applied Army research and engineering activities. They are professional writers and editors and are trained technical observers and interpreters. As such, they are the communications link between not only other professionals but also the general public.

(*c*) *Specifications Writer/Editor (GS-1083)*. These employees prepare equipment specifications and technical documentation in support of Army research and engineering activities. They are also responsible for their publication. These specifications are necessary control documents for procurement during the acquisition cycle. Professional editorial skills are required. Substantial equipment knowledge gained through training or experience is also necessary. They must also have the ability to interpret engineering reports, drawing packages, and blueprints.

(*d*) *Technical Publications Writer/Editor (Doctrinal/Tactical Training Concepts) (GS-1083)*. These personnel are unique to Army. They are the result of the need within DA to develop professional writers and editors with subject-matter expertise in Army tactical, doctrinal, and training concepts and philosophy. These writers and editors research and prepare doctrinal or tactical training materials. They are also responsible for publishing them. These materials include field manuals (for example, how-to-fight manuals, soldiers' manuals, or commanders' manuals). Also included are materials such as training circulars, SQTs, and ARTEPs. Writers and editors of these manuals are responsible for accurately presenting approved doctrine (tactics and logistics) for employing and operating Army systems and organizations. These highly skilled personnel have expertise in training concepts, plans, and procedures. This expertise includes performance-oriented training, individual training, and collective training.

(*e*) *Technical Manuals Specialist (RPSTL) (GS-1083).* These employees plan and prepare repair parts and special tools lists (RPSTL) and component lists (CLs). They are also responsible for their publication. The publications give the user the repair part and tool identification necessary to requisition items essential for maintenance and support of the equipment. Technical Manuals Specialists (RPSTL) research and maintain computerized logistic data files, agency specifications, drawings, and standards files. They do this to ensure that RPSTL publications include the appropriate authorized parts and tools. They are the point of contact for comments and recommendations affecting stockage, funds allocations, level of repair, and selection of Government or contractor repair. These specialists coordinate with field users, the National Inventory Control Point (NICP), and the National Maintenance Point (NMP). These specialists develop contract budgetary requirements for lists of parts illustrations (LPIs) and give direction to the contractor. Also, they ensure that the publication clearly describes the equipment and can be understood by field users. They act as the contracting officers technical representative. This function involves evaluating contractor work hours and funding estimates and recommending changes when appropriate. They assist in negotiating Government and contractor differences by providing justification and documentation for the Government.

(3) *Editorial Assistant (GS-1087).* These employees are not formally identified under coverage of the PACM career program. This means they do not participate in career appraisal or registration in DA and MACOM career referral inventories. Also, they are not considered for positions filled at the DA-wide mandatory referral level. These employees contribute a wide range of support work to the technical and professional employees covered by the PACM career program. Therefore, they are informally identified with the program as an entrance or support source. Editorial assistant positions may be viewed as a logical ladder or recruitment source for employees to gain experience and qualify for GS-1082 or GS-1083 entrance-level positions.

1-27. Mobilization planning

PACM career program officials at all levels are responsible for necessary preemergency mobilization planning. Requirements and procedures for mobilization planning are in AR 690-11, chapter 2.

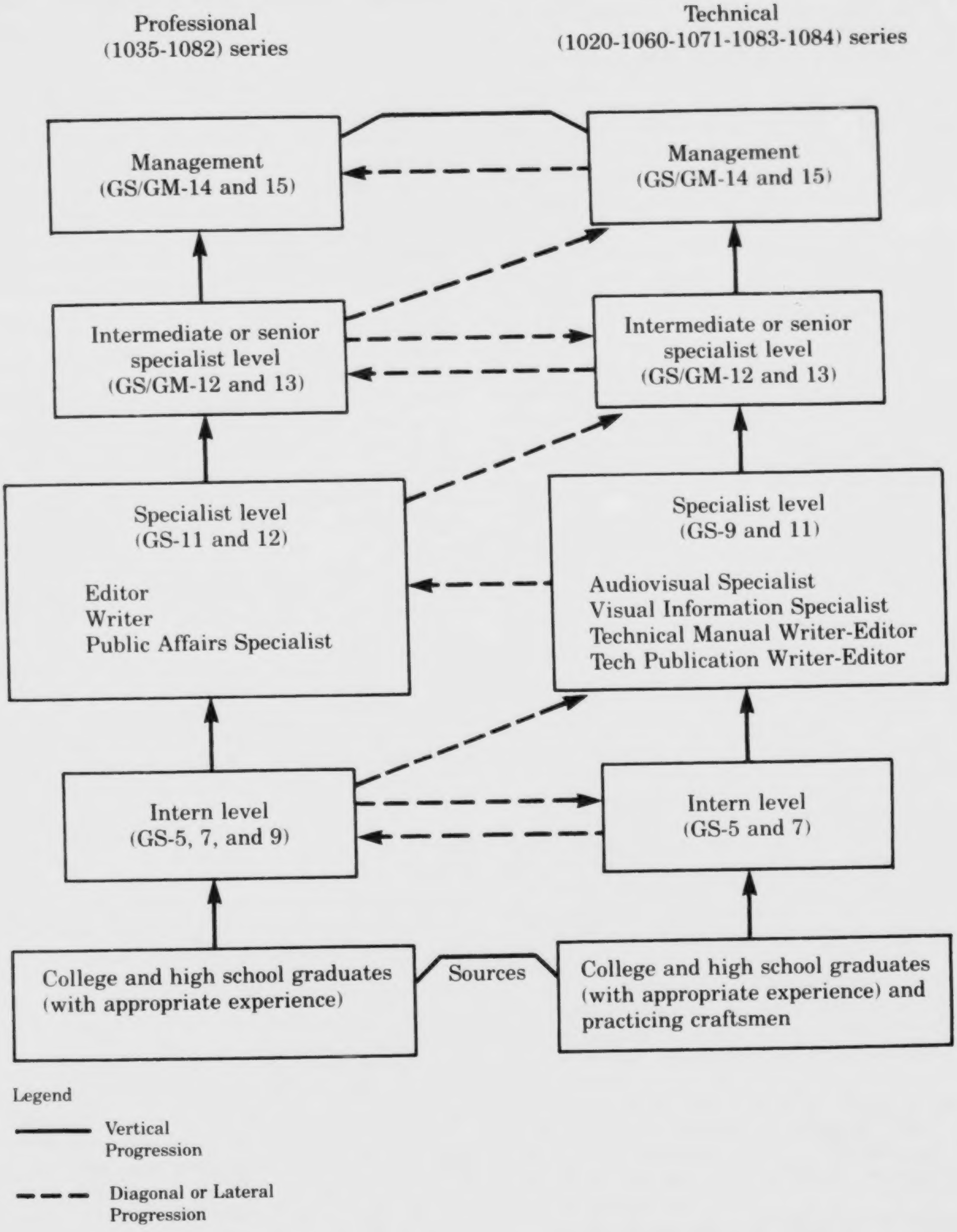

Professional
(1035-1082) series
Technical
(1020-1060-1071-1083-1084) series
Management
(GS/GM-14 and 15)
Management
(GS/GM-14 and 15)
Intermediate or senior specialist level
(GS/GM-12 and 13)
Intermediate or senior specialist level
(GS/GM-12 and 13)
Specialist level
(GS-11 and 12)
Editor
Writer
Public Affairs Specialist
Specialist level
(GS-9 and 11)
Audiovisual Specialist
Visual Information Specialist
Technical Manual Writer-Editor
Tech Publication Writer-Editor
Intern level
(GS-5, 7, and 9)
Intern level
(GS-5 and 7)
College and high school graduates (with appropriate experience)
Sources
College and high school graduates (with appropriate experience) and practicing craftsmen
Legend
Vertical Progression
Diagonal or Lateral Progression

Figure 1-1. Career program progression patterns

Chapter 2
Merit Placement and Outside Recruitment

2-1. Introduction

This chapter prescribes PACM career program policy and procedures for managing and administering PACM positions through promotion, reassignment, or other internal placement actions. These actions will be accomplished without regard to nonmerit factors such as race, color, sex, marital status, political affiliation, religion, national origin, nondisqualifying handicapping condition, or age.

2-2. Major Army command area of consideration—MACOM inventories

Applicants may register in MACOM inventories for PACM vacancies at grade GS-11. See AR 690-950-1, appendix B for mailing addresses of MACOM inventories. For PACM vacancies at grades below GS-11, the determination of the area of consideration is delegated to the installation or activity. The area of consideration will be determined by the local merit promotion plan.

2-3. DA area of consideration—DA inventory

The DA area of consideration is grade GS-12 through grade GS/GM-14. CIVPERCEN will maintain the DA-wide PACM inventory of applicants at grade GS-11 and above. The DA area of consideration may be extended by a DOD-wide announcement to meet AAP needs or when the PACM inventory does not identify enough candidates for a vacancy.

2-4. Registration and evaluation

a. Registration coverage. Registration in the PACM career program is the means for candidates to apply for PACM jobs. PACM employees and applicants from outside DA must register in the PACM inventory to be eligible for referral consideration. Eligible candidates will be considered for positions for which they are qualified and properly rated. When PACM employees decide to register for referral, they should consider that sound career development is based on the premise that an employee should stay in a position long enough to make a major work contribution, and to gain expertise that will improve their future job opportunities.

(1) Voluntary registration in the PACM inventory is available to qualified DA employees whose current positions are outside PACM career program coverage. Voluntary registrants will be evaluated based on their qualifications for, and interest in PACM vacancies. Activity and MACOM CPMs will advise, counsel, and furnish technical information on PACM qualification elements to registrants, supervisors, and reviewers. Voluntary registration will be accepted only after the servicing CPO determines that the registrant is fully qualified for positions in the PACM career program.

(2) CIVPERCEN, PACM officials, and servicing CPOs will actively seek to attract well qualified non-DA status candidates for registration in the PACM inventory. Copies of registration forms may be obtained from HQDA(PECC-CMO), ATTN: CP-22, ALEX VA 22332-0300.

(3) Non-status candidates (no prior Federal service) will not be registered or referred through CIVPERCEN or the MACOM CROs. However, non-status candidates may be certified and considered for PACM vacancies as a result of direct referral from an OPM register or a register established under delegated OPM examining authority. Eligible candidates obtained from an OPM register will not be ranked against registrants in the PACM inventory.

(4) A servicing CPO, may modify the PACM career appraisal elements for local merit promotion actions. However, a job analysis is required before the career appraisal elements can be modified.

b. Registration instructions. Instructions for registering in the PACM inventory will be issued by CIVPERCEN in a letter sent to all MACOM CPDs, MACOM CPMs, activity CPMs, and servicing CPOs. The CIVPERCEN letter will have detailed instructions for preparing the PACM registration. The letter will also explain how the registration information will be evaluated for use in career referral by CIVPERCEN and by MACOM CROs. The original and three copies of the registration forms, listed below, will be prepared and submitted—

(1) DA Form 2302-R (Civilian Career Program Qualification Record) and DA Form 2302-1-R (Civilian Career Program Qualification Record) (Continuation Sheet). Copies of DA Form 2302-R and DA Form 2302-1-R for reproduction are at the back of AR 690-950-1. These forms will be locally reproduced on 8½- by 11-inch paper.

(2) DA Form 4338-R (Civilian Career Program Availability Statement). A copy of DA Form 4338-R for reproduction is at the back of AR 690-950-1. This form will be locally reproduced on 8½- by 11-inch paper.

(3) DA Form 4343-R (Civilian Career Program Repromotion Registration). A copy of DA Form 4343-R for reproduction is at the back of AR 690-950-1. This form will be locally reproduced on 8½- by 11-inch paper.

(4) DA Form 5245-R (Civilian Career Program Appraisal). DA Form 5245-R will be overprinted by CIVPERCEN to show PACM related information.

Only the overprinted DA Form 5245-R attached to the CIVPERCEN letter described in *b* above will be used for PACM registration. The overprinted DA Form 5245-R will be locally reproduced on 8½- by 11-inch paper.

c. Registration procedures.

(1) PACM employees and other applicants must submit a career appraisal (DA Form 5245-R) annually to establish or maintain their eligibility for referral consideration. These registrations will not be automatically extended into the next annual appraisal period. Registrants may submit a career appraisal at any time after the due date for the annual submission. These registrations will be evaluated by a midyear screening panel which is normally scheduled six months following the annual screening panel, or by an ad hoc screening panel as needed. Due dates for midyear submissions will be announced in CIVPERCEN or MACOM correspondence. Employees who do not register for the annual screening panel should be aware that a later submission may delay eligibility for referral consideration.

(2) Registrants will forward their completed career appraisal (DA Form 5245-R) and other required forms through the servicing CPO. Upon review and certification, the CPO will forward the career appraisal as instructed in the CIVPERCEN letter. Career appraisal suspense dates must be met at each level of processing.

(3) Registrants must have at least 9 months in grade at the time they submit a career appraisal to the servicing CPO.

(4) Registrants who desire lateral or promotion referral consideration for grade GS-11 vacancies at locations in the continental United States (CONUS) or in overseas locations must register with the CONUS or overseas CROs maintaining MACOM referral inventories. The mailing addresses of these CROs are in AR 690-950-1, table B-2. Registrants should send a copy of their most recent DA Form 5245-R, DA Form 2302-R, and DA Form 4338-R to the MACOM CRO.

(5) PACM employees who are satisfied with their present job assignment, and do not desire competitive (promotion) or reassignment (lateral) consideration for any vacancies covered by this regulation, need not submit a career appraisal.

d. Evaluation procedures. The PACM career appraisal (DA Form 5245-R) lists the job elements developed to describe the skills, knowledges, and abilities needed to perform in PACM functional areas. The rating assigned to these job elements will be used to evaluate registrants for referral. The career appraisal has a crediting plan developed by the FCR and CIVPERCEN. This plan explains how the rating elements are combined to determine which registrants will be referred. It also identifies the rating elements to be used to identify candidates for specific PACM vacancies. The career appraisal has detailed instructions that describe these evaluation procedures.

(1) The servicing CPO will certify the qualifications of DA employees for the specific position titles and series the employee listed as referral desires. Questions about qualification determinations will be resolved by the CPO.

(2) THE CIVPERCEN letter transmitting the PACM career appraisal to the field will announce the dates and location of DA screening panels. The panel may include PACM representatives from the ARSTAF, MACOMs and subordinate activites; panel members will occupy positions at or above the grade level of the positions for which the registrants will be evaluated. These annual panels may be divided into subpanels to evaluate registrants by job series and grade. Panel members are subject matter experts in the occupational series being evaluated. Panel members need not be exclusively in the specific occupational series being evaluated by the panel. When feasible, representation of MACOMs on the DA panel will be in relative proportion to the number of employees from each MACOM.

(*a*) DA screening panels will evaluate the career appraisals of registrants eligible for and interested in referral for PACM vacancies at grades GS-12 through GS/GM-14.

(*b*) MACOM screening panels will evaluate registrants eligible for and interested in referral for PACM vacancies at grade GS-11. MACOM panels will include representatives from the MACOM staff and, when feasible, representatives from subordinate activities and installations.

(*c*) Ad hoc screening panels may be convened at the DA or MACOM level as needed to evaluate special requests or to meet functional needs. Special requests include the reconsideration of previous panel ratings, requests for evaluation by employees who (through no fault of their own) were not evaluated by an annual or midyear panel, and requests for evaluation by employees who previously deferred. Ad hoc panels may also be used to develop referral lists for unique PACM positions. Specially convened DA ad hoc panels will develop referral lists for PACM vacancies at grade GS/GM-15.

(*d*) Employees who do not believe that DA or MACOM screening panels accurately evaluated their qualifications should first discuss the matter with their supervisor and the activity CPM. In requests for reconsideration, employees should address specific items or elements they desire to have evaluated by the DA or MACOM panel. Their request will refer only to actions, events, and awards that occurred before the original appraisal submission date. Employees may not submit a new career appraisal package. The supervisor and reviewer will comment on these requests. The employee will submit reconsideration requests to CIVPERCEN. Requests for reconsideration will be evaluated by the PACM midyear panel or by an ad hoc panel of subject matter experts. The employee is allowed only one reconsideration request for the same element(s).

(3) The PACM career program allows the same career appraisal results to be continued for up to two additional annual rating periods when there has been no change in the grade held at the time of the initial appraisal. A supervisor can require an employee to submit a new appraisal if the employee's performance has changed during the previous year.

(4) There are certain responsibilities that must be recognized in the career appraisal and evaluation process. The importance of realistic career desires and accurate appraisal by the employees, supervisors, and reviewers cannot be overemphasized. Well developed career goals, performance evaluations, career appraisals, and training and development plans in the IDP lay the ground work for effective individual career management. These responsibilities and the vigor with which they are pursued will be the keystone of quality staffing throughout the PACM career program.

2-5. Referral process

a. Referral rosters. Based upon evaluation determinations by PACM screening panels, rosters will be established for referral purposes. Normally, these rosters are effective for a period of 12 to 15 months, unless formally extended by CIVPERCEN.

(1) *Identifying candidates for promotion.* Best qualified (BQ) candidates will be identified from referral rosters for the job category of the vacant position. BQ candidates are those who rank at the top when compared with the other eligible candidates. A BQ determination for each referral list will be made by the CRO. The PACM career appraisal instructions will identify the element ratings to be used when referring candidates for positions. The CRO will send the competitive referral list to the servicing CPO.

(2) *Identifying candidates for reassignment.* Employees who meet minimum OPM Handbook X-118 standards are eligible for developmental or other reassignments to meet staffing needs. Both their experience and their career appraisal should indicate that there is a reasonable potential and benefit in a reassignment. Normally, a lateral referral category is assigned when requested. These candidates may be referred as a separate group with the list of promotable candidates. Locally, the servicing CPO can accomplish reassignments as an exception to referral procedures, see paragraph 2-8*c* below.

(3) *Identifying candidates for change to lower grade.* Employees may also request consideration for a lower grade. These candidates are referred as a separate group, usually on a reassignment referral list.

b. Availability. Geographic availability will be used directly from the employee's DA Form 4338-R. This availability statement will be interpreted literally. Employees who decline a definite offer (DDO) will be deferred from further referral (except at their own installation when their DA Form 4338-R on file in CIVPERCEN has recorded availability for their own installation). CIVPERCEN will notify the employee in writing when administrative deferral is applied. In this case, the employee must submit a new DA Form 4338-R to restore availability beyond the employee's own installation. Employees must be sure that there is consistency between their referral desires on DA Form 5245-R (promotion, lateral, or lower grade) and their availability statements (higher grade, same grade or lower grade).

c. Request for career referral list. The servicing CPO uses DA Form 2302-2-R (Civilian Career Program Referral Record) to request a PACM referral list. A copy of DA Form 2302-2-R is in AR 690-950-1, for reproduction. This form will be locally reproduced on 8½- by 11-inch paper. The CPO uses the information in the CIVPERCEN letter, which distributed DA Form 5245-R, to prepare the referral request. The CPO and the PACM selecting official will identify the referral category and element ratings to be used in screening the PACM inventory. The selecting official is expected to assist the CPO when specific PACM element ratings are needed to prepare a request for a generalist or a nonstandard PACM vacancy in, for example, the GS-301 or GS-1001 series. Identification of specific PACM element ratings is optional for regular PACM vacancies. The request will be consistent with bona fide job requirements; a copy of the official job description will accompany the request.

(1) *Accompanying documents.* Selecting officials will be given enough information about the referred candidates to enable them to make sound decisions about selections. CIVPERCEN will furnish selecting officials with career records on each candidate on the referral list. Selecting officials are expected to review uniformly all of the referral records. The career records sent to the selecting official are DA Form 2302-R and DA Form 5245-R, Part III (for promotables only).

(2) *Return of referral list.* The referral list will be annotated to show action taken symbols and the selection (if any) for the candidates listed. The completed referral list will be returned to the CRO

within 5 workdays after a selection is made; within 5 workdays after the expiration date if no selection is made.

2-6. Selection

a. Procedures. Selecting officials may choose any candidate on the referral list. When selections are from a group of competitive promotable candidates, selecting officials will write reasons for their selections on the referral record.

(1) Reasons for selection will be based on job requirements and will explain why the selected candidate is expected to perform the job successfully.

(2) If the position is identified in an approved AAP plan or a FEORP plan, then selection will be made in accordance with FPM chapter 335 procedures.

(3) Management is not required to select from among the candidates on the referral list. Management may fill a position through transfer, reassignment, reinstatement, or selection from an OPM register.

b. Supplemental referral list. The servicing CPO may request a supplemental referral list when there are fewer than three promotable candidates available. Availability of all referred candidates will be determined and the appropriate action taken symbol will be entered on the DA Form 2302-2-R for each candidate. When requesting a supplemental referral list, a new DA Form 2303-2-R will be sent to the CRO with the properly annotated original referral list attached.

c. Notifying candidate selected.

(1) The CPO of the gaining activity will—

(*a*) Notify the selected candidate.

(*b*) Negotiate a release date with the CPO of the losing activity.

(*c*) Complete administrative procedures, such as travel orders and employment processing.

(*d*) Inform the selectee of permanent change of station (PCS) entitlements.

(2) PACM officials will normally release DA employees within one month after official notification of selection for reassignment. The losing and gaining activities may negotiate a later date, particularly when PCS is involved. Employees selected for promotion are normally released after a two week period.

d. Notifying candidates not selected. If a candidate is not selected, the CPO of the gaining activity will notify each candidate who replied affirmatively to queries of interest and availability. The CPO will also give the candidate the name of the person selected.

e. Returning referral records. Selecting officials will annotate referral records and return them to the CPO. Instructions issued by the CRO and the CPO will be followed.

2-7. Details and temporary promotions

a. Details and temporary promotions may be used instead of requesting a referral list from CIVPERCEN. Details and temporary promotions for less than 120 days may be made noncompetitively.

b. *Competitive procedures (within local areas of consideration) will be used if—*

(1) The temporary promotion or detail to a higher grade position is for more than 120 days.

(2) The employee will have spent more than 120 days during the preceding year in higher grade positions, or in positions with known promotion potential beyond the employee's current grade.

c. Temporary promotion. A temporary promotion should be used instead of a detail if assignment to a higher grade position will last more than 60 days, or if it is decided during the initial assignment to extend the period beyond 60 days, and the employee is eligible for the higher grade position. Accepting a detail or temporary promotion will not affect an employee's consideration for promotion or reassignment. An employee who has had at least 12 months temporary promotion to a higher grade is eligible for promotion consideration to the next higher grade.

2-8. Reassignment and change to lower grade

a. Reassignment. Reassignment is a useful way to meet several career management objectives. Employees and PACM officials are encouraged to consider reassignments that would—

(1) Develop skills in career-related occupations.

(2) Give experience in different PACM organizations or missions.

(3) Meet staffing requirements.

(4) Make better use of existing skills.

(5) Accomplish other beneficial goals, including responding to the employee's personal circumstances.

b. Change to lower grade. Employees may request consideration for positions at a lower grade.

c. Reassignment exceptions. Employees may be reassigned or changed to lower grade as an exception to competitive procedures. Position changes to PACM positions outlined in *a* and *b* above may be made without requesting a referral list. Such actions must involve positions with no known (or greater) promotion potential than the employee's current position, must have the concurrence of the employee and the gaining activity.

d. Reassignment and change to lower grade by referral. Employees may request consideration for reassignment or change to lower grade through the referral process. These candidates—

(1) Need not be ranked unless the position has known promotion potential. (See para 2-10*b*(5).)

(2) Are referred as a separate group with the list of promotable candidates.

e. Referral of candidates for reassignment or change to lower grade only. These candidates (as determined by the FCR) may be referred to the selecting official for some types of assignment, such as—

(1) To support special formal agreements on movement to and from less desirable locations and assignments.

(2) On completion of fellowship assignments.

(3) For compassionate reasons.

(4) For placement of employees who failed to complete a required probationary period for supervisors or managers.

(5) When, after LTT, placement plans cannot be filled because of mission or function changes. The PACM activity CPM, after making such a determination, will notify CIVPERCEN. Notice will be sent through both CPO and functional channels.

2-9. Recruitment policies

a. General. Recruitment will be based on the merit principle of obtaining those persons best able to perform the duties of the vacant position. Recruitment will be conducted without regard to nonmerit factors. These factors include political affiliation, race, color, religion, sex, age, national origin, or nondisqualifying handicap. Efforts will be made to recruit high-quality minorities, women, and disabled persons including disabled veterans and to support goals in the DA EEO AAP, FEORP, and SHARP.

b. Consideration of non-DA applicants.

(1) Candidates eligible and interested in reinstatement or transfer to positions at a grade no higher than last held in the competitive service may be appointed without competition.

(2) Candidates eligible and interested in reinstatement or transfer to positions higher than last held in the competitive service must be considered under competitive procedures. See paragraph 2-4 above for registration procedures and forms submitted by non-DA status applicants.

(3) Candidates eligible for appointment from an OPM register (or register established under delegated examining authority) will not be ranked with PACM registrants and may be appointed without requesting a career referral list.

2-10. Exceptions to competitive procedures

a. Competitive procedures will not apply to the following:

(1) Promotion of an employee resulting from the upgrading of an occupied position (without any major change in duties and responsibilities) because of issue of a new classification standard, or an initial classification error, or a classification change based on unique qualifications and ability of the employee. (See FPM chap 511, para 3-7.)

(2) Reassignment of an employee resulting from the downgrading of an occupied position because of a new classification standard, or an initial classification error.

(3) A position change made under the reduction-in-force (RIF) regulations.

(4) Promotion resulting from special consideration for repromotion. (See para 2-11 below.)

(5) Promotion after failure to receive proper consideration (priority consideration). (See para 2-12 below.)

b. DA referral procedures normally will not apply to the actions below. The servicing CPO and PACM activity CPM may decide to apply competitive procedures to these actions.

(1) Details to higher grade positions for 120 days or less.

(2) Temporary promotions for 120 days or less.

(3) Position changes to avoid adverse actions under RIF procedures, transfer of function (TOF) procedures, or discontinuance of activities. Assignments to positions of higher grade or to positions with known promotion potential are not included under this provision.

(4) Promotion of an employee when his or her position is reclassified to a higher grade because of added duties and responsibilities. However, in these cases, the following conditions apply:

(*a*) There are no other employees in the organization supervised by the selecting official performing duties similar to the duties of the position to which new duties and responsibilities are to be added.

(*b*) The employee continues to perform the same basic function while the duties of the former position are administratively absorbed into the new position.

(*c*) The addition of the duties and responsibilities does not adversely affect another occupied position, such as abolishing the position or reducing its known promotion potential.

(*d*) The employee is qualified for the reclassified position.

(5) Assignment from a position having known promotion potential to a position having no higher potential.

c. Competitive procedures need not apply to the actions listed below—

(1) A reassignment or a change to lower grade to a position with no known promotion potential.

(2) Promotion without current competition when an employee was selected earlier for a position classified at a lower grade for recruitment purposes. The servicing CPO or MACOM CRO will follow instructions issued by CIVPERCEN when this exception is to be used.

2-11. Special consideration for repromotion

a. General.

(1) Selecting officials will give special consideration for repromotion to eligible employees before choosing to fill vacancies by competition.

(2) Employees due special repromotion consideration are referred to the selecting official before those due to priority consideration. (See para 2-12 below.)

(3) Placement of eligible employees at the employing activity may take precedence over priority 1, 2, or 3 DOD Priority Placement Program registrants (DOD 1400.20-1-M).

b. Eligibility.

(1) Special consideration for repromotion will be given to employees who have been involuntarily placed in lower grade positions—

(*a*) *Without personal cause.* Personal cause is employee misconduct or inefficiency.

(*b*) *Not at their request.* Acceptance of a lower grade position in place of RIF, TOF, or demotion because of classification error is not demotion at employee's request.

(2) Involuntary placement at a lower grade may be caused by—

(*a*) RIF.

(*b*) Correction of a classification error.

(*c*) Return from overseas. (See para (5) below.)

(*d*) Declination of reassignment outside the commuting area under TOF.

(*e*) Handicapping condition.

(3) Candidates must be current DA employees and in the area of consideration for the position.

(4) If the employee is qualified and interested, special consideration must be given for positions—

(*a*) At or below the grade from which demoted.

(*b*) In the pay group or schedule that covered the employee before placement in the lower grade position.

(5) Employees who have returned from an overseas area are eligible if they have—

(*a*) Been placed in a lower grade position by exercising their remployment rights.

(*b*) Not been offered another position in CONUS that would have retained their grade.

(*c*) Completed an overseas assignment under terms of a pre-set agreement.

(*d*) Not returned to CONUS early for personal reasons.

(6) Eligibility will not be granted to employees demoted to correct a procedural, regulatory, or program violation under FPM chapter 335, paragraph A-4*b*.

(7) Employees will not be given special repromotion consideration for positions that offer promotion potential beyond the grade held at demotion.

(8) An employee who has been involuntarily reduced in grade at any time and who is receiving pay, grade or salary retention benefits will be granted repromotion consideration for either—

(*a*) Two years from the date of the change to lower grade or—

(*b*) Until retention benefits cease, whichever period of time is longer.

(9) An employee who has been involuntarily reduced in grade on or after 15 January 1981 and who is not receiving pay, grade, or salary retention benefits will be granted repromotion consideration for either—

(*a*) Two years from the date of the change to lower grade; or

(*b*) For two years from the effective date of AR 690-950-1, whichever date is later.

(10) If an employee declines a valid job offer, see (11) below, repromotion consideration will end at and below the grade level of the position declined.

(11) A valid job offer is an offer of a full-time continuing position and grade level for which the employee has expressed interest and availability. Valid job offers do not include offers such as—

(*a*) An offer that, in the opinion of the employee's servicing CPO, would create an unreasonable difference in working conditions such as excessive travel, hazardous work, or extreme physical requirements.

(*b*) An offer of a position to which another person has reemployment or return rights.

(*c*) An offer of a position at any activity that has been identified for closure, major RIF, or relocation.

(*d*) An offer that requires a mobility agreement when the employee is not serving under a mobility agreement.

c. Procedures. Employees who have been involuntarily placed in lower grade positions must request special consideration for repromotion. Requests will be—

(1) Made using DA Form 4343-R.

(2) Processed according to procedures issued by CIVPERCEN.

2-12. Priority consideration

a. Priority consideration will be given to an employee who was not properly considered in a previous competitive promotion action. For example, the employee's name was not referred and should have been, or the selecting official did not receive accurate information from CIVPERCEN on the candidate. These employees will be considered for the next appropriate vacancy before the competitive list is sent to the selecting official. An employee is due one priority consideration for each time he or she failed to receive proper consideration.

b. An employee's promotion to the grade for which he or she failed to receive proper promotion consideration eliminates the need to grant the employee priority consideration.

c. Priority candidates must register in each referral year if they have not received the appropriate number of priority referrals prior to the end of the referral year in which consideration was lost.

Chapter 3
Training and Development

3-1. Introduction

a. General. Training and career development plans for the PACM career program have been developed along functional lines. It is assumed that employees already meet the minimum job and grade level qualifications of the appropriate OPM Handbook X-118 standards. Therefore, training is designed to increase proficiency, improve job performance, and build qualifications for career advancement. The training philosophy of career management places equal emphasis on management support of formal on- and off-the-job training and development, and self-development initiated by the employee. It is management's responsibility to ensure that employees have the required knowledge and skills for job performance or that they are given every opportunity to obtain them. However, it is primarily the individual's responsibility to acquire minimum qualifications for promotion or for entering new specialties. Training outlined in this chapter is subject to periodic review and update by the FC. Supervisors will comply with AR 690-400, chapter 410 and AR 690-900, chapter 920 in planning and accomplishing training and development of eligible employees. The training guide in appendix C has guidance for the systematic development of knowledge, skills, and abilities needed to increase employee competence and potential. Tables C-1 through C-4 identify prescribed, highly recommended or available technical and managerial training for each level of career development. Appendix C also has information that will help employees continue their professional development through individually tailored training. This individual training is based on evaluation and appraisal of individual aptitude and potential, job performance, and career goals. All career employees are expected to participate in training that is prescribed for their particular specialty. Some training and development activities apply to more than one specialty and functional area. Through careful planning for progression and careful selection of training courses, employees may become either specialists or generalists. Regardless of the choice, individual career plans developed through the career appraisal process will adhere to the required portions of the training guide. Individual career plans will also make maximum use of those options considered highly desirable even though they are not required. Individual career plans should follow as much as possible the order and sequence of the courses and activities described in appendix C.

b. Self-development. This is individual voluntary effort initiated and conducted by an employee. Active interest in self-development usually indicates that an employee has a strong desire to achieve planned career goals. Employees are encouraged to do individual projects that will increase knowledge and understanding of their occupation, to improve competence in their areas of interest, and to offset any limitations identified in the career appraisal process. Information to help employees identify and plan relevant self-development activities are in appendix C. Employees are encouraged to take advantage of—

(1) Available Army correspondence courses.

(2) Opportunities for study at nearby colleges and universities.

(3) Planned reading and discussion of relevant developments in the PACM functional areas.

(4) Activities sponsored by professional organizations.

c. Equivalency determination. Employees in the PACM career program may satisfy the objectives of the training guide through equivalent experience, self-development, or other means determined by the FC. Normally, satisfactory on-the-job performance for one year or more may satisfy the formal training or development requirements for that level. The employee's performance will be at or above the grade level to which the formal training is directed. Decisions concerning equivalency through experience or other means will be made by the MACOM CPM. Employees desiring an equivalency determination will complete the actions in (1) below—

(1) The employee will send to the appropriate MACOM CPM a statement of justification that will include full information on how the employee believes equivalency was attained, and describes added experience to show clearly the relationship of formal training. The employee describes formal courses taken outside of DA for comparison with required courses. A statement requesting a determination of equivalency will be included. Also, the request will be forwarded with a positive recommendation from the activity CPM to the MACOM CPM.

(2) On receipt of the above information, the MACOM CPM will consider all of the facts submitted and will compare them with knowledge the employee gained from formal training courses. The MACOM CPM will send a decision in writing to the activity CPM.

(3) The MACOM CPM will send a copy of the decision to the functional official having jurisdiction over the referral of the employee who requested equivalency. Equivalency determination procedures described above are designed to recognize only those employees who have gained enough equivalent knowledge that attendance at formal training courses would be unnecessary duplication.

d. Levels of development. Generally, there are four levels of development within the PACM career program. Training and development activities cover a broad range of knowledge, skills, and experience needed for effective job performance at each career level. This is so because employees enter at different levels and with various degrees of experience and potential. The levels are listed below—

(1) Intern.
(2) Specialist.
(3) Intermediate.
(4) Management.

3-2. Intern training and progression

a. The training plan for interns is in appendix B. Any change in requirements established by the MITP requires CIVPERCEN (PECC-TDP) approval. See AR 690-950-3, chapter 7, for additional information about intern training, progression, and placement.

b. The PACM career intern program is designed to train interns in a planned, productive work situation. Senior journeyman give the intern actual work experience through progressively complex assignments. This work experience is supplemented by job-related classroom training. Interns are given a clear and concise understanding of the "why" and "how" of the work assigned. Specific knowledge, skills, and abilities are identified for each major task and are used in evaluating performance. The training gives interns an understanding of the duties and requirements of all of the occupational specialties; it also prepares them for a specific series at the target grade GS-9 level.

c. The DA-wide PACM MITP requires MACOMs and activities to use the standard training in the MITP. This will ensure that intern graduates can perform competently in their specialty at any Army installation. Local scheduling of training is flexible, but the basic peformance requirements and learning objectives apply DA-wide.

d. Each phase of the MITP is a combination of planned rotational on-the-job experience, formal classroom instruction in Government or local college and university courses, and individual self-paced study. The MITP is designed to give employees knowledge and capability in verbal communication, research, and technical subject matter that is job related.

e. There are two types of interns in this career program. They are recruited as—

(1) *Regular interns.* PACM interns enter into the career program series at grades GS-5 or GS-7, depending on their education or experience. They are employed to perform a specific function within the PACM career program (for example, as Writers, Visual Information, Audiovisual Production, or Public Affairs Specialists). These interns receive intensive on-the-job training in the work for which they were hired, as well as orientation and general familiarization with the other PACM specialties. Regular interns who complete training in one specialty often remain in that specialty; however, with activity CPM concurrence, intern specialist graduates may be laterally reassigned to other related functional specialties when required to meet PACM staffing needs.

(2) *Army's Mobility, Opportunity and Development (AMOD) interns.* AMOD interns are selected from high-potential candidates who do not meet all of the requirements listed in OPM Handbook X-118 standards for entry into a career program series. The interns who enter the AMOD program at grades GS-301-4, 5, or 7 receive additional training to ensure they are fully qualified for the grade GS-9 target position. The length of an AMOD intern's internship is determined by qualification requirements and MITP specifications.

f. PACM intern training will be conducted at sites that have the capability to provide competent instruction and supervision and to administer the MITP requirements properly.

g. Program outlines for intern training are in appendix B.

3-3. Specialist and intermediate level training

a. Training at the specialist and intermediate levels will be conducted as described below—

(1) Post-intern training stresses the development of technical proficiency through extensive on-the-job experience. Strengthening individual skills and abilities in the functional area and preparing for first line supervisory training is recommended for employees newly assigned (or likely to be assigned within a reasonable period of time) to supervisory positions. Training will be individually tailored to meet employee needs and their desires to accomplish career goals.

(2) Appendix C identifies technical and managerial training and developmental assignments appropriate for each functional area. IDPs will show training that is required in appendix C. IDPs will be consistent with the career patterns for the functional area. Supervisors will develop IDPs after considering employee performance and reviewing job element ratings in the career appraisal. They will prepare the employee's training requirements annually and record them on the IDP.

(3) Appendix C lists Government and non-Government sponsored training directly related to the functional areas. Many of the courses are optional. They should be attended only when the performance appraisal and the career appraisal suggest that the classroom training is needed because the subject matter or skill cannot be easily learned through

on-the-job training. Periodic DA letters give guidance on course descriptions and attendance criteria for Government-sponsored training.

(4) To do their job, some employees may require training that is above that normally prescribed for their particular grade. This depends on the nature, scope, and complexity of duties and job assignment. When this training is required, the employee may attend training that is appropriate and needed to perform the duties of the position.

b. Employees are encouraged to take job-related courses on their own time at nearby colleges and universities. See appendix C for college level courses.

3-4. Supervisory development

a. Supervisory training will be scheduled for employees who are newly assigned to supervisory positions. Training includes a basic supervisory development course and other training designed to improve skills in working with people in the day-to-day work situation.

b. AR 690-400, chapter 410, has policy guidance for the training and development of supervisors.

3-5. Management development

a. Training.

(1) Training at this level focuses on the development of higher level managerial skills. Major areas of emphasis include courses in general, functional, and personnel management and communications skills. Technical training is aimed at updating professional knowledge and at keeping the individual abreast of new concepts and advancements in the field.

(2) Appendix C identifies technical and managerial training for this level of career development.

b. Identification of managerial positions. AR 690-400, chapter 413 has in appendix A the policy guidance governing the identification, training, and development of managers.

(1) PACM managerial positions are defined as those in which incumbents—

(*a*) Direct the work of an organization.

(*b*) Are accountable for the success of specific line or staff programs.

(*c*) Monitor the progress of the organization toward goals and periodically evaluate and adjust goals.

(*d*) Direct an organization and are held accountable for the success of specific operating programs and activities.

(2) No specific grade or organizational criteria fits every situation; however, the following guidelines may be used to identify managerial positions—

(*a*) The positions are usually at or above the grade GM-13 level. However, in certain cases, particularly in the field, certain grade GS-12 positions may meet the above criteria.

(*b*) A manager's organization is usually subdivided into two or more units led by subordinate supervisors; however, there may be exceptions.

(*c*) "Deputy" positions are included when the responsibility for managing the total organization is divided between the manager and the deputy. Also, they are included when the deputy serves as the alter ego and assists the manager in all phases of the organization's work.

(3) PACM deputy FCRs will help the FCR to identify career program positions in each specialty that meets the criteria in (2) above.

(4) Procedures in AR 690-400, chapter 413 will be used to identify those nonmanagers with high potential for success in managerial positions. They should be targeted for managerial development. The IDP is the basic document for this purpose.

3-6. Executive development

The executive level is Senior Executive Service (SES) and SES candidates. Training at this level is almost exclusively management oriented and not necessarily occupational series related. Development will be consistent with AR 690-900, chapter 920. Courses and seminars specifically recommended for senior executives include Federal and DOD training opportunities.

3-7. Development assignments

a. Lateral assignments. Lateral assignments within or between functional specialties for development are encouraged; they are a major feature of career management. Career patterns for various functional areas are in figures 3-1 and 3-2. These figures give employees information to help them identify and select developmental assignments to broaden their qualifications for staff and managerial positions.

b. Special developmental assignments. These include LTT when an employee is assigned full-time for 120 or more consecutive work days or approximately 6 months.

(1) The training assignment may use Government or non-Government facilities. In determining the eligibility of candidates for LTT the proposed training program must directly relate to present or future work assignments and to planned executive or career development of the employee. LTT assignments may be scheduled for selected PACM employees based on screening panel recommendations. FCR will approve these LTT assignments.

(2) DA policy is to use LTT when these assignments are more suitable for training objectives than short-term assignments. Employees already participating in recognized apprentice, cooperative education, or

career intern programs are excluded from participating in LTT programs.

(3) The objectives of LTT and education are to—

(*a*) Provide selected high-potential employees with substantial management knowledge and skills through education or developmental assignments. These are high-potential employees whose academic and work experience has been limited to a particular specialty.

(*b*) Extend an employee's professional knowledge when there has been a technological or scientific advancement.

(*c*) Learn about significant developments as they pertain to the Army mission or the career program. This will expand an employee's knowledge and background.

(*d*) Acquire knowledge about another functional area or specialty when job responsibilities tend to be interdisciplinary in nature or when capstone developmental assignments are involved. Capstone developmental assignments prepare top-level managers to manage specific line or staff programs.

(4) See AR 690-400, chapter 413, for more specific information on LTT eligibility, selection criteria, and program requirements.

c. Special academic programs. Incumbent managers and high-potential nonmanagers are encouraged to take courses at nearby colleges or universities. This will enhance their professional and managerial capabilities. Recommendations for academic programs will be made on employees' IDPs. Activity and MACOM CPMs are encouraged to actively support these programs, especially since participants will enroll in job-related courses. Participants will also be required to complete a research project related to a recognized need at the employing activity, MACOM, or HQDA. See AR 690-400, chapter 413, for more specific information.

d. Employee status during period of training.

(1) DA policy is to avoid, whenever possible, any adverse action against employees who are on LTT or long-term education assignments. Procedures regarding adverse action are in chapter 2, paragraph 2-8 above. Before action is initiated to cancel the position of long-term trainees, to make a change to lower grade, or terminate employment under RIF procedures, the employing activity will notify the MACOM CPD. The MACOM CPD and the MACOM CPM will make every effort to place the employee in a comparable position consistent with the employee's mobility and PACM staffing needs.

(2) When assigned to LTT, employees will remain on the rolls of the employing activity that arranged for their participation in the training, or they will be assigned to HQDA LTT spaces, as appropriate.

(3) During the employee's absence for training, the supervisor should consider arranging for temporary reassignment or temporary promotion of an employee to fill the vacated position. These assignments give employees broad developmental experience and an excellent opportunity for on-the-job training. This may substantially benefit the activity. Also, these assignments give management officials a change to observe directly the performance of key employees in a "try-out" situation. Temporary promotion procedures are in paragraph 2-7 of this regulation.

e. Program resources. The support of LTT is primarily a command responsibility. Commanders are responsible for planning, programming, and allocating necessary personnel and funding resources for identified requirements. Budget program element 878751 (CTED) will be used to program funds for all LTT assignments. Specific guidance will be issued each year by HQDA on various aspects of the LTT program, including budgeting.

3-8. Individual development plan

a. The IDP summarizes relevant on-the-job and off-the-job specialist, supervisory, or management training and development that can reasonably be given to the employee in 12 to 15 months.

b. Emphasis will be placed on on-the-job training and special work projects for development. Training with a significant amount of TDY and loss of work time will be planned on a limited and priority basis. Generally, only one formal training program should be scheduled annually. (See AR 690-400, chapter 413 for details on IDPs.)

3-9. Career patterns

Career patterns for the PACM career program are figures 3-1 and 3-2.

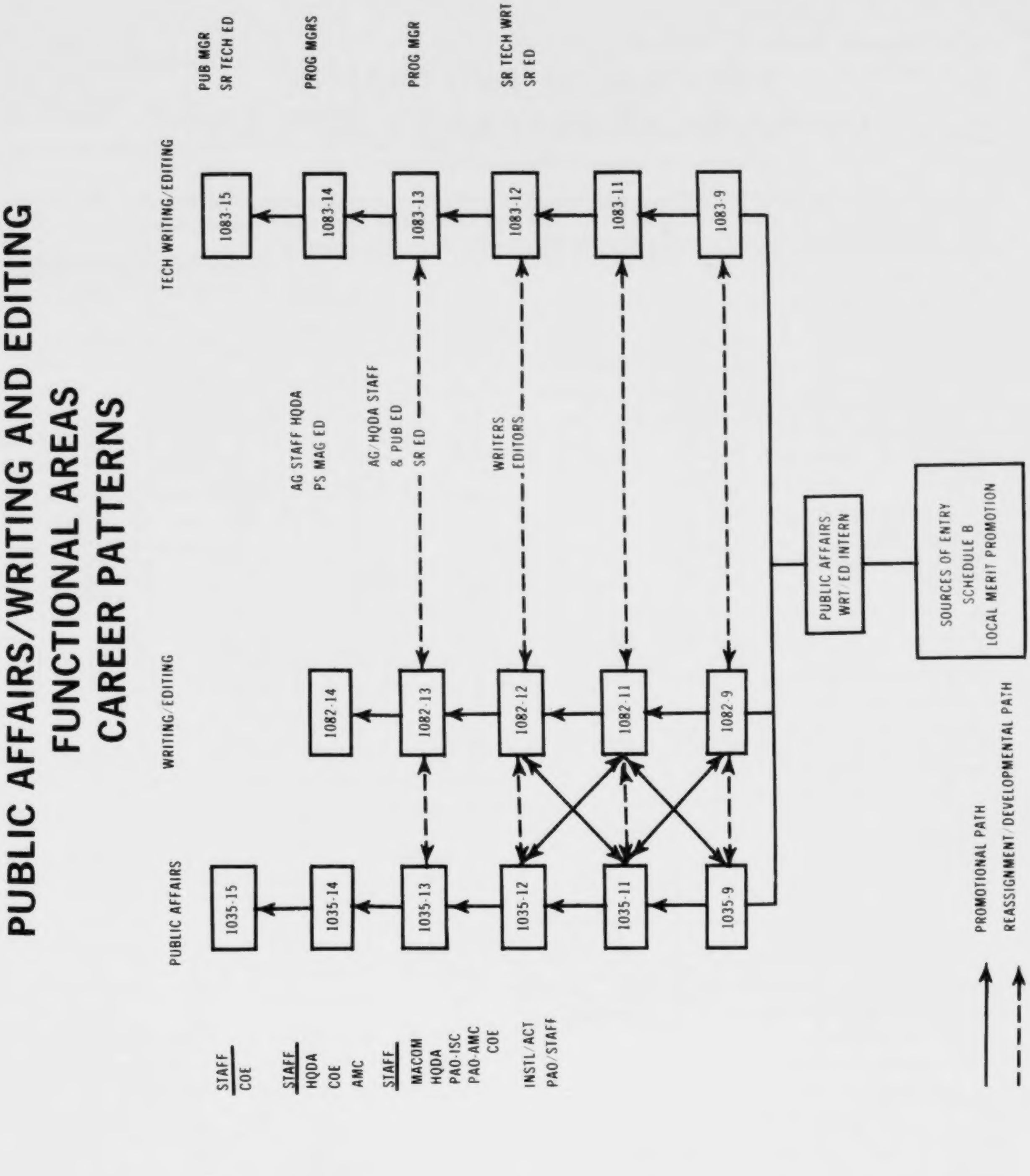


Figure 3-1. Career patterns for public affairs and writing and editing functional areas

AUDIOVISUAL AND GRAPHIC COMMUNICATIONS CAREER PATTERNS

AUDIOVISUAL MANAGEMENT OFFICER/STAFF OFFICER POSITIONS GS-1001

THESE POSITIONS REQUIRE BROAD KNOWLEDGE OF AUDIOVISUAL TECHNICAL AND OPERATIONAL REQUIREMENTS PLUS MANAGERIAL SKILL AND ABILITY. QUALIFICATIONS MAY BE ACQUIRED THROUGH A COMBINATION OF ON-THE-JOB AND FORMAL TRAINING PLUS PROGRESSIVELY RESPONSIBLE ASSIGNMENTS IN MORE THAN ONE OF THE SPECIALITIES IDENTIFIED BELOW

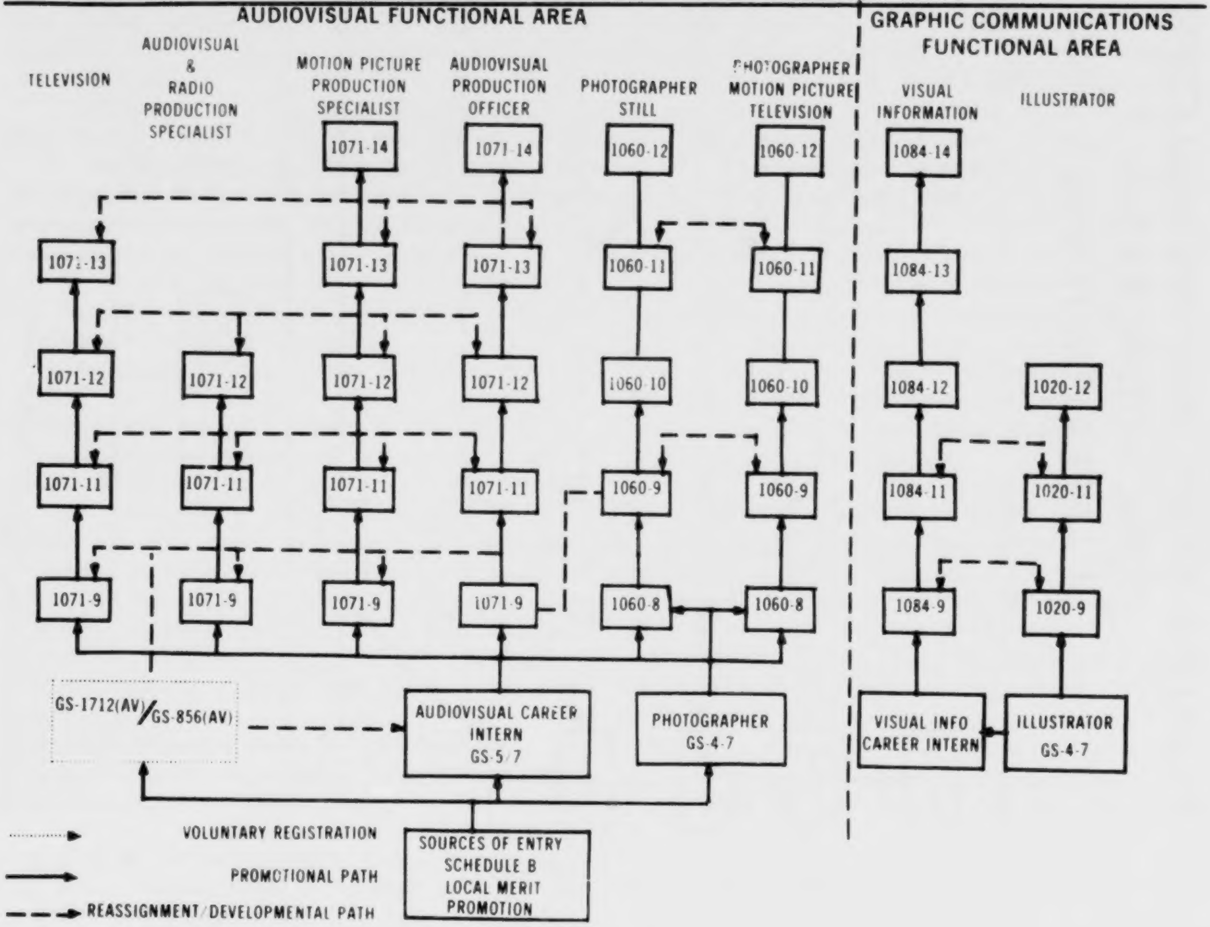


Figure 3-2. Career patterns for audiovisual and graphic communications functional areas

Appendix A References

Section I Required Publications

AR 690-400	Employee Performance and Utilization. (Cited in para 3-1, 3-4, 3-5, and 3-7.)
AR 690-900	Senior Executive Service. (Cited in para 3-1 and 3-6.)
AR 690-950-1	Career Management. (Cited in para 1-1, 1-8, 1-25, 2-2. 2-4, 2-5, and 2-11.)
AR 690-950-3	Career Intern Program. (Cited in para 3-2, B-1, and B-5.)

Section II Related Publications

A related publication is merely a source of additional information. The user does not have to read it to understand this regulation.

DA Pamphlet 690-23	Catalog of Civilian Training Programs Centrally Administered by Headquarters, Department of the Army, Civilian Personnel Center
Dod 1400.20-1-M	DoD Program for Stability of Civilian Employment
FPM Chapter 335	Promotion and Internal Placement
FPM Chapter 511	Classification Under the General Schedule
FPM Supplement 335-1	Evaluation of Employees for Promotion and Internal Placement
OPM Handbook X-118	Qualification Standards for White Collar Positions Under the General Schedule

Section III Prescribed Forms

DA Form 5499-R	Training program outline for public affairs functional area (Public Affairs Specialist)—phase I. (Prescribed in para B-5 and B-6.)
DA Form 5499-1-R	Training program outline for public affairs functional area (Public Affairs Specialist)—phase II. (Prescribed in para B-5 and B-7.)
DA Form 5499-2-R	Training program outline for public affairs functional area (Public Affairs Specialist)—phase III. (Prescribed in para B-5 and B-8.)
DA Form 5499-3-R	Training program outline for audiovisual functional area (Television Production Specialist)—phase I. (Prescribed in para B-5 and B-9.)
DA Form 5499-4-R	Training program outline for audiovisual functional area (Television Production Specialist)—phase II. (Prescribed in para B-5 and B-10.)
DA Form 5499-5-R	Training program outline for audiovisual functional area (Television Production Specialist)—phase III. (Prescribed in para B-5 and B-11.)
DA Form 5499-6-R	Training program outline for writing and editing functional area (Writer/Editor)—phase I. (Prescribed in para B-5 and B-12.)
DA Form 5499-7-R	Training program outline for writing and editing functional area (Writer/Editor)—phase II. (Prescribed in para B-5 and B-13.)
DA Form 5499-8-R	Training program outline for writing and editing functional area (Writer/Editor)—phase III. (Prescribed in para B-5 and B-14.)

DA Form 5499-9-R	Training program outline for writing and editing functional area (Technical Writer/Editor)—phase I. (Prescribed in para B-5 and B-15.)
DA Form 5499-10-R	Training program outline for writing and editing functional area (Technical Writer/Editor)—phase II. (Prescribed in para B-5 and B-16.
DA Form 5499-11-R	Training program outline for writing and editing functional area (Technical Writer/Editor)—phase III. (Prescribed in para B-5 and B-17.)
DA Form 5499-12-R	Training program outline for graphic communications functional area (Visual Information Specialist)—-phase I. (Prescribed in para B-5 and B-18.)
DA Form 5499-13-R	Training program outline for graphic communications functional area (Visual Information Specialist)—phase II. (Prescribed in para B-5 and B-19.)
DA Form 5499-14-R	Training program outline for graphic communications functional area (Visual Information Specialist)—phase III. (Prescribed in para B-5 and B-20.)

Section IV
Referenced Forms

DA Form 2302-R	Civilian Career Program Qualification Record
DA Form 2302-1-R	Civilian Career Program Qualification Record (Continuation Sheet)
DA Form 2302-2-R	Civilian Career Program Referral Record
DA Form 4338-R	Civilian Career Program Availability Statement
DA Form 4343-R	Civilian Career Program Repromotion Registration
DA Form 5245-R	Civilian Career Program Appraisal
DA Form 5469-R	Cover Sheet for Career Intern Individual Development Plan

Appendix B
Master Intern Training Plan

B-1. Introduction

This appendix is the DA-wide master intern training plan (MITP) for all centrally and locally funded interns in the Public Affairs and Communications Media (PACM) career program. The MITP is a comprehensive plan which outlines the core subject matter that PACM interns should know by the time they reach their target grade. The supervisor will use the MITP as a guide when developing the intern's individual development plan (IDP). Instructions for completing the IDP are in paragraph B-5. AR 690-950-3, paragraph 7-3, has additional information on MITPs.

B-2. Structure of the training program

The MITP supports noncompetitive promotion to a target grade of GS-9 when all requirements are met. Interns who successfully complete the program qualify for one of the following positions—

a. GS-1035—Public Affairs Specialist.

b. GS-1071—Television Production Specialist.

c. GS-1082—Writer and/or Editor.

d. GS-1083—Technical Writer and/or Editor.

e. GS-1084—Visual Information Specialist.

B-3. Length of training program and intern ladders

a. The length of training time varies according to the entry qualifications of each intern. Intern ladders show the time required for an intern to move from the entry level grade to the target grade. The PACM MITP has three entry levels. They are as follows:

(1) Interns who enter the program in the target series at grade GS-5 will complete a two-phase, minimum 2 year program. (See fig B-1 for the intern ladder.)

(2) Interns who enter the program in the target series at grade GS-7 will complete a two-phase, minimum 18 month program. (See fig B-2 for the intern ladder.)

(3) The third entry level is for high-potential people who do not meet minimum qualification requirements for the target series. These interns enter the program through the GS-301 series at grades GS-4, GS-5, GS-7 in the Army's Mobility, Opportunity and Development (AMOD) Program. Under the AMOD program, the basic training plan may be lengthened to provide substitution of training for required specialized or general experience. The training period will normally last from 18 to 42 months, depending on the entry level and the intern's qualifications. (See fig B-4 for the AMOD intern ladder.)

b. The activity CPM in coordination with an employee development specialist may extend the training program for up to 6 months for interns who have not acquired the knowledge, skills, and abilities (KSA) required in the MITP for the performance in a journeyman position.

B-4. Training phases and intern training profiles

Paragraph B-3*a* explains that intern ladders show the minimum time required for an intern to move up to the target grade. Intern profiles, on the other hand, show the type of training and the time required for each phase of training. (See fig B-3 for the intern profiles of interns who enter the program in the target series; see fig B-4 for the AMOD intern profiles.) Phases of the training program follow:

a. Phase I is 6 months of orientation for AMOD interns. It begins with a general orientation of about a week; the remainder of the orientation concentrates on basic skills training. AMOD interns who successfully complete phase I qualify for advancement to phase II training in their job specialty. Specific KSAs to be acquired in phase I are outlined in the DA form that covers phase I of the applicable job specialty. (See para B-5 for a listing of DA forms.) Since all AMOD interns have 6 months of phase I training, the MITPs show a fixed number of training hours.

b. Phase II is 6 to 24 months of specialty training and job-related formal training in the full range of functional skills. As shown in figure B-3, interns who enter the program in the target series have 6 to 12 months of phase II training. Figure B-4 shows that AMOD interns have from 6 to 24 months of phase II training. During phase II, the intern is given written or oral insturctions on the nature and priority of work assignments. The supervisor will have periodic discussions with the intern about the work to be completed. Also, the supervisor or the person who trains the intern will spot check and carefully review the intern's work to determine the degree to which the intern's objectives have been achieved. After interns successfully complete phase II, they will proceed directly into phase III advanced specialty training. Specific KSAs to be acquired in phase II are outlined in the DA form that covers phase II of the applicable job specialty. (See para B-5*c* for a listing of the DA forms.) Since the training time for interns in phase II varies, the training is shown on the DA form as a percentage of training time rather than a fixed number of hours.

c. Phase III is 6 to 12 months of indepth, advanced specialty training and job-related formal training in the target specialty. As shown in figure B-3, interns who enter the program in the target series have 12 months of phase II advanced specialty training. Figure B-4 shows that AMOD interns have from 6 to 12 months of phase III advanced specialty training. The intern's assignments during this phase will provide opportunities to apply KSAs developed in phases I and II. On-the-job training (OJT) will concentrate in the specialty of the target position. Specific KSAs to be acquired in phase III are outlined in the DA form that covers phase III of the applicable job specialty. (See para B-5*c* for a listing of the DA forms.) Since training time for interns in phase III varies, the training time is shown on the DA forms as a percentage of training time rather than a fixed number of hours.

B-5. Individual development plan

a. Development. The IDP is a written plan that will be used to prepare the intern for target-level performance. The supervisor (with the intern's input) will develop the IDP by comparing the intern's education and experience with the requirements shown in the MITP. Based on that comparison, the supervisor will tailor the MITP to the intern whose IDP is being developed. When the intern does not have job-related experience, the entire MITP for the job specialty becomes the intern's IDP. If the intern has substantial prior work experience or formal classroom training in the job specialty, selected sections of the MITP may be shortened or deleted. The training time saved by shortening or deleting portions of the MITP can be added to another segment of the IDP in which the intern has little or no knowledge. The supervisor will discuss the IDP with the intern and explain all of the IDP requirements to the intern. Also, the supervisor will coordinate the IDP with the activity CPM and get his or her approval of the proposed IDP. The supervisor will complete the IDP within 30 days after the intern enters on duty. (AR 690-950-3, paragraph 7-4, gives additonal information about the IDP.)

b. Changes to the IDP. If conditions at the command or activity indicate that a change, other than those spelled out in *a* above is desirable, a waiver to change the pertinent sections of the MITP may be requested. The request will be forwarded through the MACOM CPM and DA FCR to HQDA(PECC-TDP) ALEX VA 22332-0300. The request will—

(1) Identify the section of the MITP that would be waived or changed.

(2) Describe the KSAs and the type and percentage of training time that would be changed.

(3) Give an analysis of the effect of the change on the intern's ability to perform the duties of the target position upon completion of the revised MITP.

(4) Give an explanation of the need for the change. Requested changes or waivers will not be implemented prior to approval by HQDA.

c. DA forms. The supervisor will reproduce and use the appropriate DA forms listed below to prepare the IDP. Each form has three parts. The first part covers phase I of the training; the second part covers phase II; and the third part covers phase III of the training. Copies of these forms for reproduction are located at the back of this regulation. These forms will be locally reproduced on 8½- by 11-inch paper.

(1) DA Form 5499-R (Training program outline for public affairs functional area (Public Affairs Specialist)—phase I).

(2) DA Form 5499-1-R (Training program outline for public affairs functional area (Public Affairs Specialist)—phase II).

(3) DA Form 5499-2-R (Training program outline for public affairs functional area (Public Affairs Specialist)—phase III).

(4) DA Form 5499-3-R (Training program outline for audiovisual functional area (Television Production Specialist)—phase I).

(5) DA Form 5499-4-R (Training program outline for audiovisual functional area (Television Production Specialist)—phase II).

(6) DA Form 5499-5-R (Training program outline for audiovisual functional area (Television Production Specialist)—phase III).

(7) DA Form 5499-6-R (Training program outline for writing and editing functional area (Writer/Editor)—phase I).

(8) DA Form 5499-7-R (Training program outline for writing and editing functional area (Writer/Editor)—phase II).

(9) DA Form 5499-8-R (Training program outline for writing and editing functional area (Writer/Editor—phase III).

(10) DA Form 5499-9-R (Training program outline for writing and editing functional area (Technical Writer/Editor)—phase I).

(11) DA Form 5499-10-R (Training program outline for writing and editing functional area (Technical Writer/Editor)—phase II).

(12) DA Form 5499-11-R (Training program outline for writing and editing functional area (Technical Writer/Editor)—phase III).

(13) DA Form 5499-12-R (Training program outline for graphic communications functional area (Visual Information Specialist)—phase I).

(14) DA Form 5499-13-R (Training program outline for graphic communications functional area (Visual Information Specialist)—phase II).

(15) DA Form 5499-14-R (Training program outline for graphic communications functional area (Visual Information Specialist)—phase III).

d. Instructions for completing DA forms. Table

B-1 below has instructions for completing the DA forms listed in *c* above.

Table B-1
Instructions for completing the Individual Development Plan

Item	Instructions
Training description Type of training Hours Percentage of training time Knowledge, skills, and abilities to be acquired	(Do not make entries in these columns unless the content of the MITP is changed as described in paragraphs B-5a through B-5c.)
Dates of training	(Enter the projected beginning and ending dates opposite the training description.)
Training location	(Enter the location where the training will be given.)
Supervisor	(Enter the name of the supervisor responsible for that training of the intern.)

e. Cover sheet. The supervisor will complete DA Form 5469-R (Cover Sheet for Career Intern Individual Development Plan) and attach it to the front of the completed IDP. A copy of DA Form 5469-R for reproduction is located in AR 690-950-3. This form will be locally reproduced on 8½- by 11-inch paper.

f. Distribution of copies. The completed IDP will be distributed as follows:

(1) The supervisor will give a copy of the IDP and a copy of this appendix to the intern.

(2) The supervisor, activity CPM, and the servicing civilian personnel office will each retain a copy of the IDP.

(3) The supervisor will furnish a copy of the intern's IDP to the new supervisor if the intern is assigned to a rotational assignment.

B-6. Phase I—learning objectives for Public Affairs Specialist

a. After completing phase I, the intern will be able to—

(1) Discuss the organization of the Federal Government to include the Department of Defense (DOD), Department of the Army (DA), and the organization and mission of the major Army command (MACOM) and activity of assignment.

(2) Describe the roles and responsibilities of employees assigned to an Army public affairs (PA) office.

(3) Demonstrate knowledge and understanding of PA objectives. Describe the role, relationship, and responsibilities of the PA officer to the commander, staff, media, and the public.

(4) Identify and describe the three major functional areas of PA. Discuss the primary means by which PA employees communicate with target groups within these functional areas.

(5) Perform tasks of limited scope and complexity.

b. During this phase, the intern will satisfactorily complete the prescribed courses (or equivalent courses) identified in phase I. (See DA Form 5499-R.) Also, the intern must achieve a satisfactory evaluation in all areas of training in phase I.

B-7. Phase II—learning objectives for Public Affairs Specialist

a. Interns who entered training at phase I will not repeat the following phase II learning objectives: items *b*(1), *b*(2), and *b*(3).

b. After completing phase II, the intern will be able to—

(1) Discuss the organization of the Federal Government to include the DOD, DA, and the organization and mission of the MACOM and activity of assignment.

(2) Demonstrate knowledge and understanding of Army PA objectives. Describe the role, relationship, and responsibilities of the PA officer to the Commander, the staff, the media, and the public.

(3) Identify and describe the three major functional areas of Army PA. Discuss the primary means by which PA employees communicate with target groups within these functional areas.

(4) Demonstrate ability to perform varied PI duties, functions and projects of limited scope and complexity to include—

(*a*) Preparing press kits.

(*b*) Writing news and feature articles for publication.

(*c*) Assisting in the development of media and marketing plans.

(5) Demonstrate ability to perform varied CI duties and functions and projects of limited scope and complexity to include—

(*a*) Developing single topic and subject fact sheets, pamphlets, and brochures.

(*b*) Writing news and feature articles tailored for publication in DA newspapers and publications.

(*c*) Preparing CI spot announcements.

c. During this phase, the intern will satisfactorily complete the prescribed courses or equivalent courses identified in phase II. (See DA Form 5499-1-R.) Also, the intern will achieve a satisfactory evaluation in all areas of training in phase II.

B-8. Phase III—learning objectives for Public Affairs Specialist

a. Phase III provides advanced specialty training and experience in primary areas of Army PA plus individually tailored MACOM training. The MACOM training prepares the intern for journeyman-level assignments characteristic of the MACOM's mission.

b. After completing Phase III, the intern will be able to perform as a journeyman Public Affairs Specialist (GS-1035-9). The intern will be able to—

(1) Plan, organize, and execute PA projects of increasing scope and complexity.

(2) Demonstrate a working knowledge of Army PA policy and budgetary considerations in the development of PA plans.

(3) Perform the duties of a journeyman Public Affairs Specialist.

c. During this phase, the intern will satisfactorily complete the prescribed courses or equivalent courses identified in phase III. (See DA Form 5499-2-R.) Also, the intern must achieve a satisfactory evaluation in all areas of training.

B-9. Phase I—learning objectives for Television Production Specialist

a. After completing phase I, the intern will be able to—

(1) Discuss the organization of the Federal Government to include the Department of Defense (DOD), Department of the Army (DA), and the organization and mission of the major Army command (MACOM) and activity of assignment.

(2) Describe the roles and responsibilities of personnel assigned to an Army television (TV) studio and production facility.

(3) Demonstrate knowledge and understanding of the fundamentals and principles of television transmission. These fundamentals and principles include identification and explanation of the operating characteristics and functions of the TV camera, recording, and associated production equipment.

(4) Perform program planning and production tasks of limited complexity.

b. During this phase, the intern will complete the prescribed courses or equivalent courses identified in phase I. (See DA Form 5499-3-R.) Also, the intern must receive a satisfactory evaluation in all areas of training.

B-10. Phase II—learning objectives for Television Production Specialist

a. Interns who entered training at phase I will not repeat the following phase II learning objectives: *b*(1) and *b*(2).

b. After completing phase II, the intern will be able to—

(1) Discuss the organization of the Federal Government to include DOD, DA, and the organization and mission of the MACOM and activity of assignments.

(2) Demonstrate knowledge and understanding of the fundamentals and principles of TV transmission. These fundamentals and principles include identification and explanation of the operating characteristics and functions of the TV camera, recording, and associated production equipment.

(3) Operate a TV camera and perform both preproduction and postproduction operations of a limited complexity for live and recorded broadcasts.

(4) Review routine (noncomplex) scripts and determine appropriate props and graphics to support production requirements.

c. During this phase, the intern will satisfactorily complete the prescribed courses or equivalent courses identified in phase II. (See DA Form 5499-4-R.) Also, the intern must achieve a satisfactory evaluation in all areas of training of phase II.

B-11. Phase III—learning objectives for Television Production Specialist

a. Phase III provides advanced TV production experience in studio, mobile, and field settings. Also, the intern is introduced to motion picture production and receives advanced training in audio production techniques.

b. After completion of phase III, the intern will be able to perform as a journeyman Television Production Specialist (GS-1071-09). The intern will be able to—

(1) Function as an associate producer or director for various types of live and recorded TV productions.

(2) Rehearse talent and direct the operations of lighting, camera and audio personnel.

(3) Demonstrate a working knowledge and understanding of Army audiovisual operations, policies, and regulations governing control, accountability, reproduction, and distribution of TV programming.

(4) Select and edit motion picture film and audio special effects for TV productions.

c. During this phase, the intern will satisfactorily complete the prescribed courses or equivalent courses identified in phase III. (See DA Form 5499-5-R.) Also, the intern must receive a satisfactory evaluation in all areas of training.

B-12. Phase I—learning objectives for Writer/Editor

a. After completing phase I, the intern will be able to—

(1) Discuss the organization of the Federal Government to include the Department of Defense (DOD), Department of the Army (DA), and the organization and mission of the major Army command (MACOM) and activity of assignment.

(2) Demonstrate knowledge and understanding

of the principles concepts, terminology, and operating procedures related to editorial work in military subjects.

(3) Collect, organize, and present data in narrative, tabular, statistical, and graphic format. Perform editing tasks to improve the structure and readability of manuscripts.

(4) Produce clear, concise, and readable copy.

(5) Demonstrate knowledge of the Army publications system.

b. During this phase, the intern will complete the prescribed courses or equivalent courses identified in phase I. (See DA Form 5499-6-R.) Also, the intern must achieve a satisfactory evaluation in all areas of training in phase I.

B-13. Phase II—learning objectives for Writer/Editor

a. Interns who entered training at phase I will not repeat phase II learning objective *b*(1).

b. After completing phase II, the intern will be able to—

(1) Discuss the organization of the Federal Government to include DOD, DA, and the organization and mission of the MACOM, and activity of assignment.

(2) Demonstrate knowledge and understanding of the principles, concepts, terminology, and operating procedures related to development of Army technical, administrative, and field manuals and other publications.

(3) Apply research, interviewing, and observation techniques in gathering and organizing data on various subjects, equipment, processes, and techniques. Help senior specialists develop a finished product.

(4) Collect, organize, and present data in narrative, tabular, statistical, and graphic format. Perform editing tasks to improve the style, structure, and readability of manuscripts.

(5) Demonstrate ability to apply appropriate formulas to determine the reading grade level of manuscripts and Army and Government Printing Office (GPO) style guides in editing reports, manuscripts, and Army publications.

c. During this phase, the intern will satisfactorily complete the prescribed courses or equivalent courses identified in phase II. (See DA Form 5499-7-R). Also, the intern must achieve a satisfactory evaluation in all areas of training in phase II.

B-14. Phase III—learning objectives for Writer/Editor.

a. Phase III provides advanced specialty training and experience in the subject-matter area.

b. After completing phase III, the intern will be able to perform as a journeyman Writer and/or Editor (GS-1082-9). The intern will be able to—

(1) Perform editorial review of manuscripts of limited scope and complexity.

(2) Research, organize, and develop data on an assigned subject, topic, items of equipment, process, or technique into a working draft or manuscript.

(3) Demonstrate a working knowledge of fundamental management techniques in planning, scheduling, and controlling work and problem solving.

(4) Perform the duties of a journeyman Writer and/or Editor.

c. During this phase, the intern will satisfactorily complete the prescribed courses of equivalent courses identified in phase III. (See DA Form 5499-8-R.) Also, the intern must receive a satisfactory evaluation in all areas of training.

B-15. Phase I—learning objectives for Technical Writer/Editor

a. After completing phase I, the intern will be able to—

(1) Discuss the organization of the Federal Government to include the Department of Defense (DOD), Department of the Army (DA), and the organization and mission of the major Army command (MACOM) and activity of assignment.

(2) Demonstrate knowledge and understanding of the principles, concepts, terminology, and operating procedures related to the development of Army technical manuals and publications.

(3) Apply basic research, interviewing, and observation techniques in gathering and organizing data on technical subjects, equipment, processes, and techniques for further development by a senior specialist.

(4) Collect, organize, and present data in narrative, tabular, statistical, and graphic format. Perform editing tasks to improve the structure and readability of manuscripts.

(5) Produce clear, concise, and readable copy.

(6) Demonstrate knowledge of the Army publications systems.

b. During this phase, the intern will satisfactorily complete the prescribed courses or equivalent courses identified in phase I. (See DA Form 5499-9-R.) Also, the intern must achieve a satisfactory evaluation in all areas of training in phase I.

B-16. Phase II—learning objectives for Technical Writer/Editor

a. Interns who entered training at phase I will not repeat the following phase II learning objectives: *b*(1) through *b*(4).

b. After completing phase II, the intern will be able to—

(1) Discuss the organization of the Federal Government to include DOD, DA, and the organization and mission of the MACOM and activity of assignment.

(2) Demonstrate knowledge and understanding of the principles, concepts, terminology, and operating procedures related to the development of Army technical manuals and publications.

(3) Apply research, interviewing, and observation techniques in gathering and organizing data on technical subjects, equipment, processes, and techniques. Assist senior specialists in developing a finished product.

(4) Collect, organize, and present data in narrative, tabular, statistical, and graphic format. Perform editing tasks to improve the style, structure, and readability of manuscripts.

(5) Demonstrate ability to comprehend orthographic projections; auxiliary, sectional, and cut-away views; symbols, scale drawings, and diagrams as depicted in blueprints and sketches.

(6) Demonstrate ability to apply formulas to determine the reading grade level of manuscripts and Army and Government Printing Office (GPO) style guides in editing reports, manuscripts, and Army publications.

(7) Demonstrate a working knowledge of the requirements and responsibilities involved in the development and preparation of technical data packages. (See DA Form 5499-10-R.)

B-17. Phase III—learning objectives for Technical Writer/Editor

a. Phase III provides advanced specialty training and experience in the subject-matter area plus an orientation to graphics communications as it applies to improving the design and comprehension of printed materials.

b. After completing phase III, the intern will be able to perform as a journeyman Technical Writer and/or Editor (GS-1083-9). The intern will be able to—

(1) Research, organize, and develop data on an assigned technical subject, topic, items of equipment, process, or technique into a working draft or manuscript.

(2) Perform editorial review of manuscripts of limited scope and complexity.

(3) Demonstrate a working knowledge of fundamental management techniques in planning, scheduling and controlling work, and problem solving.

(4) Demonstrate a working knowledge of Army provisioning and processes of the materiel acquisition system.

(5) Perform the duties of a journeyman Technical Writer and/or Editor.

c. During this phase, the intern will satisfactorily complete the prescribed courses or equivalent courses identified in phase III. (See DA Form 5499-11-R.) Also, the intern must receive a satisfactory evaluation in all areas of training.

B-18. Phase I—learning objectives for Visual Information Specialist

a. After completing phase I, the intern will be able to—

(1) Discuss the organization of the Federal Government to include the Department of Defense (DOD), Department of the Army (DA), and the organization and mission of the major Army command (MACOM) and activity of assignment.

(2) Describe and know the use of common graphic design tools and materials.

(3) Visualize, design, and produce simple artworks and illustrations for selected media.

(4) Identify lettering styles and families of typeface and perform basic lettering strokes.

(5) Complete simple, technically accurate drawings that demonstrate knowledge of perspective, use of color, tonal values, depth, and dimension.

(6) Demonstrate a working knowledge of film processing, developing, and printing techniques.

(7) Discuss in general terms processes, tools, and techniques used in developing exhibits, devices, and displays.

b. During this phase, the intern will satisfactorily complete the prescribed courses or equivalent courses identified in phase I. (See DA Form 5499-12-R.) Also, the intern must achieve a satisfactory evaluation in all areas of training in phase I.

B-19. Phase II—learning objectives for Visual Information Specialist

a. Interns who entered training at phase I will not repeat the following phase II learning objectives: *b*(1) and *b*(6).

b. After completing phase II, the intern will be able to—

(1) Discuss the organization of the Federal Government to include DOD, DA, and the organization and mission of the MACOM and activity of assignment.

(2) Perform initial research and plan, design, and produce preliminary sketches or drawings for the production of artwork and illustrations for a variety of media and purposes.

(3) Select and apply art reproduction processes and techniques in the production of artwork for a variety of media.

(4) Complete projects of increasing scope and complexity that require technical accuracy and real-

ism in terms of color, tonal values, depth, and dimension.

(5) Plan the design and workflow of simple exhibits and three-dimensional fabrication to include estimating materiel, labor costs, and ordering equipment.

(6) Demonstrate a working knowledge of film processing, developing, and printing techniques.

(7) Design and select artwork for briefings, conferences, exhibits, TV, and displays.

(8) Demonstrate a working knowledge of the mission and functions of a graphic design facility.

c. During this phase, the intern will satisfactorily complete the prescribed courses or equivalent courses identified in phase II. (See DA Form 5499-13-R.) Also, the intern must achieve a satisfactory evaluation in all areas of training in phase II.

B-20. Phase III—learning objectives for Visual Information Specialist

a. Phase III provides specialized training in printed media. The intern will be introduced to basic printing production techniques, preparation of camera-ready mechanicals (CRMs), typography, page layout, and publication design.

b. After completing phase III, the intern will be able to perform as a journeyman Visual Information Specialist (GS-1084-9). The intern will be able to—

(1) Plan and execute the design and layout of a variety of pamphlets, brochures, and publications.

(2) Prepare and inspect CRMs.

(3) Evaluate graphics for print media in terms of the overall contribution of the graphics to the comprehensibility of the publication.

(4) Coordinate the final design of a publication with writers, editors, illustrators, and other members of the publication team.

c. During this phase, the intern will satisfactorily complete the prescribed courses or equivalent courses identified in phase III. (See DA Form 5499-14-R.) Also, the intern must receive a satisfactory evaluation in all areas of training.

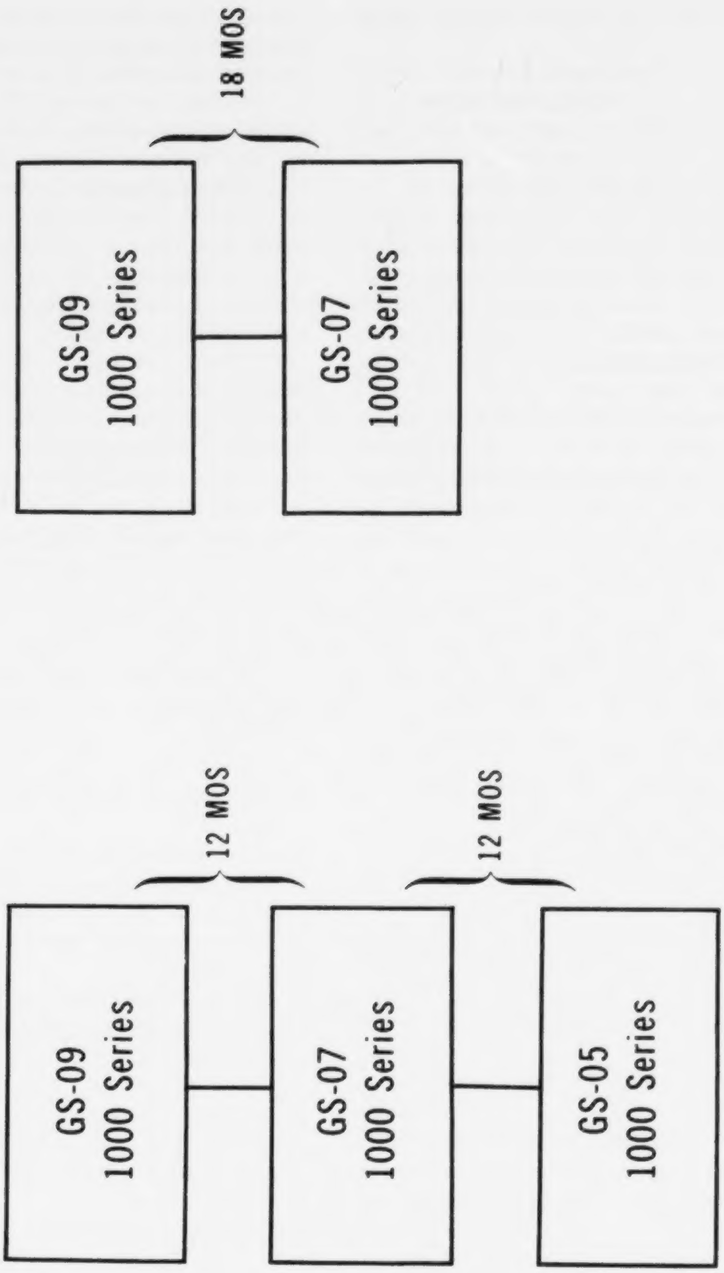
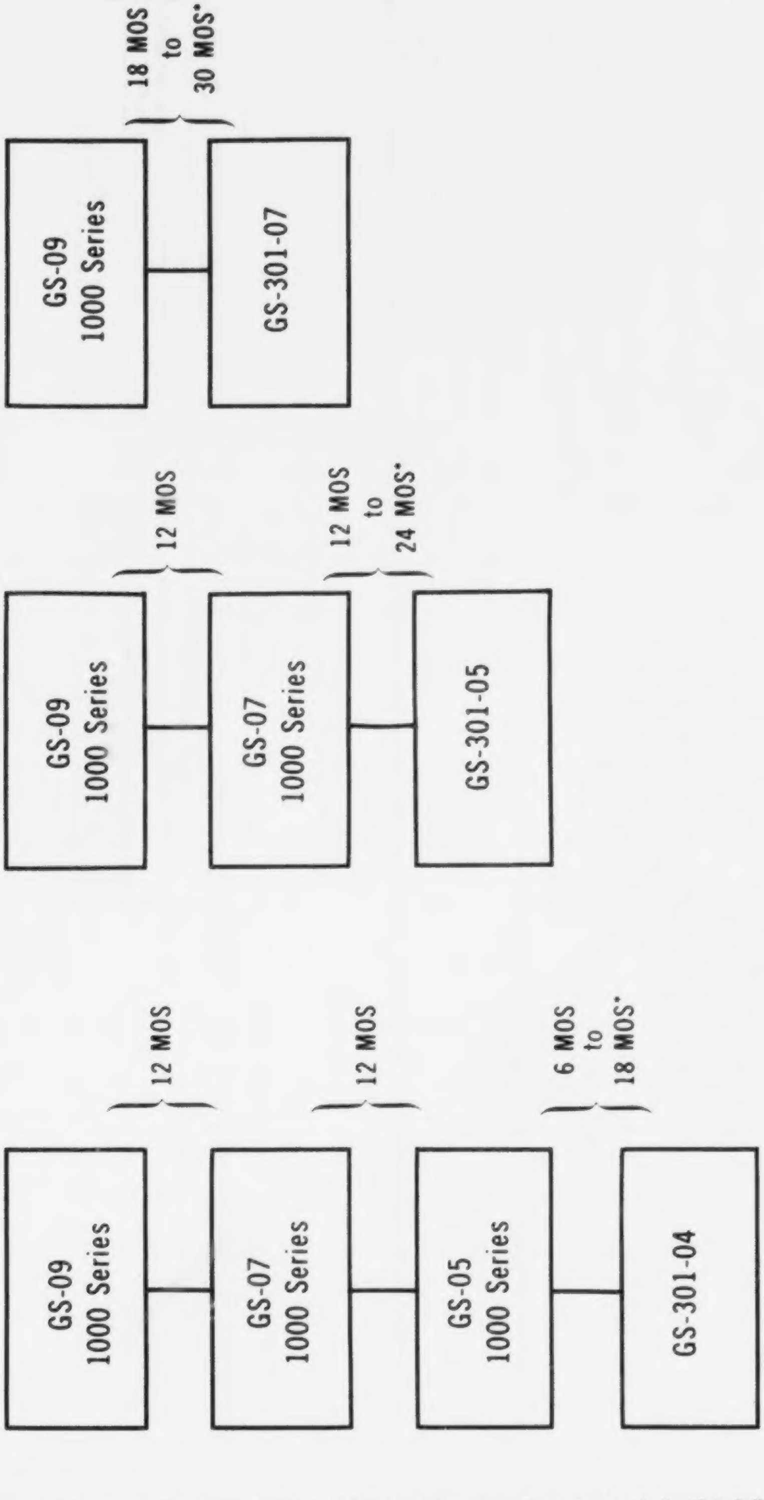


Figure B-1. PACM career program intern ladders which include the following series in the GS-1000 family: GS-1035, GS-1071, GS-1082, GS-1083, and GS-1084



*Time required from entrance at the 301 series to promotion into the 1000 series if qualifications are waived (training substituted for experience). Specific length of time depends upon extent of individual's qualifications for the specific series in the 1000 family.

Figure B-2. PACM career program intern ladders, GS-301 entry; target series include the following: GS-1035, GS-1071, GS-1082, GS-1083, and GS-1084

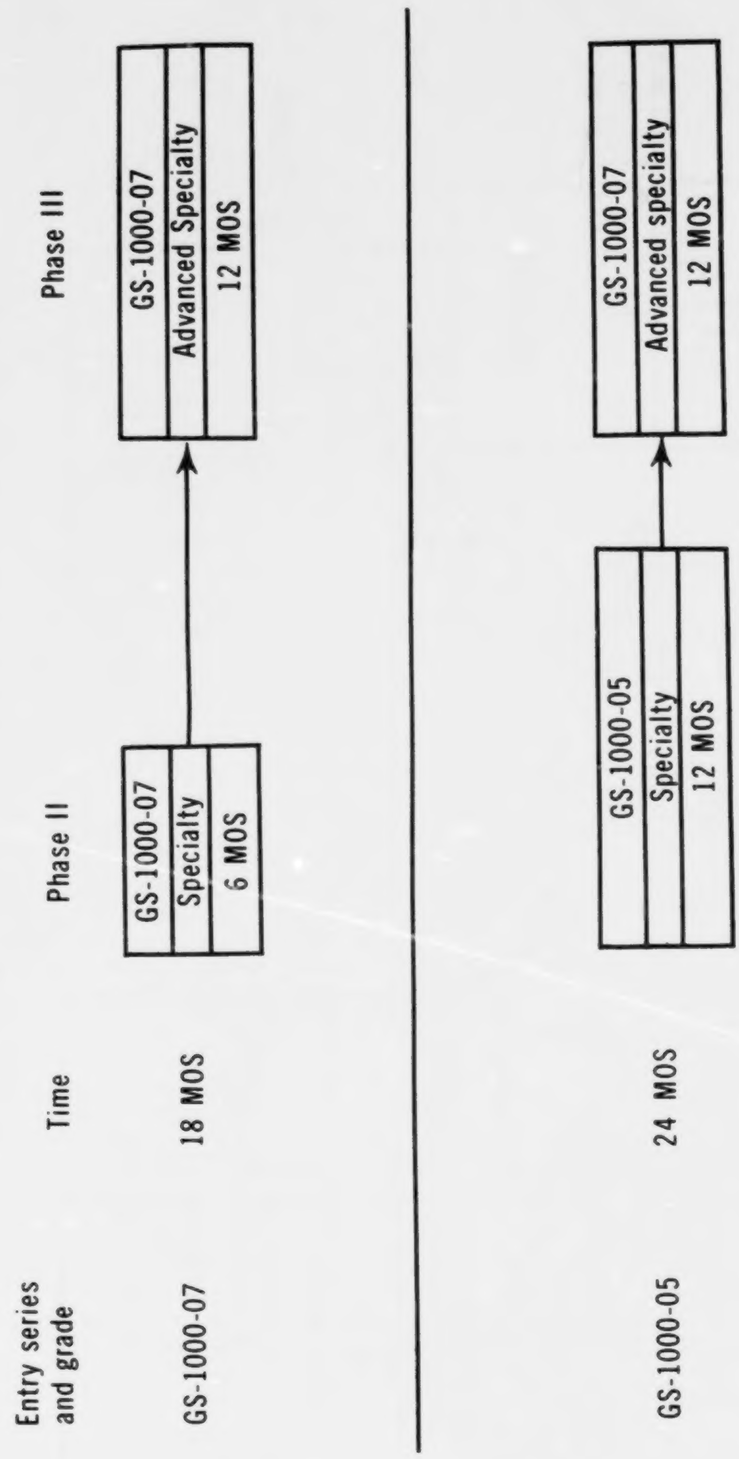
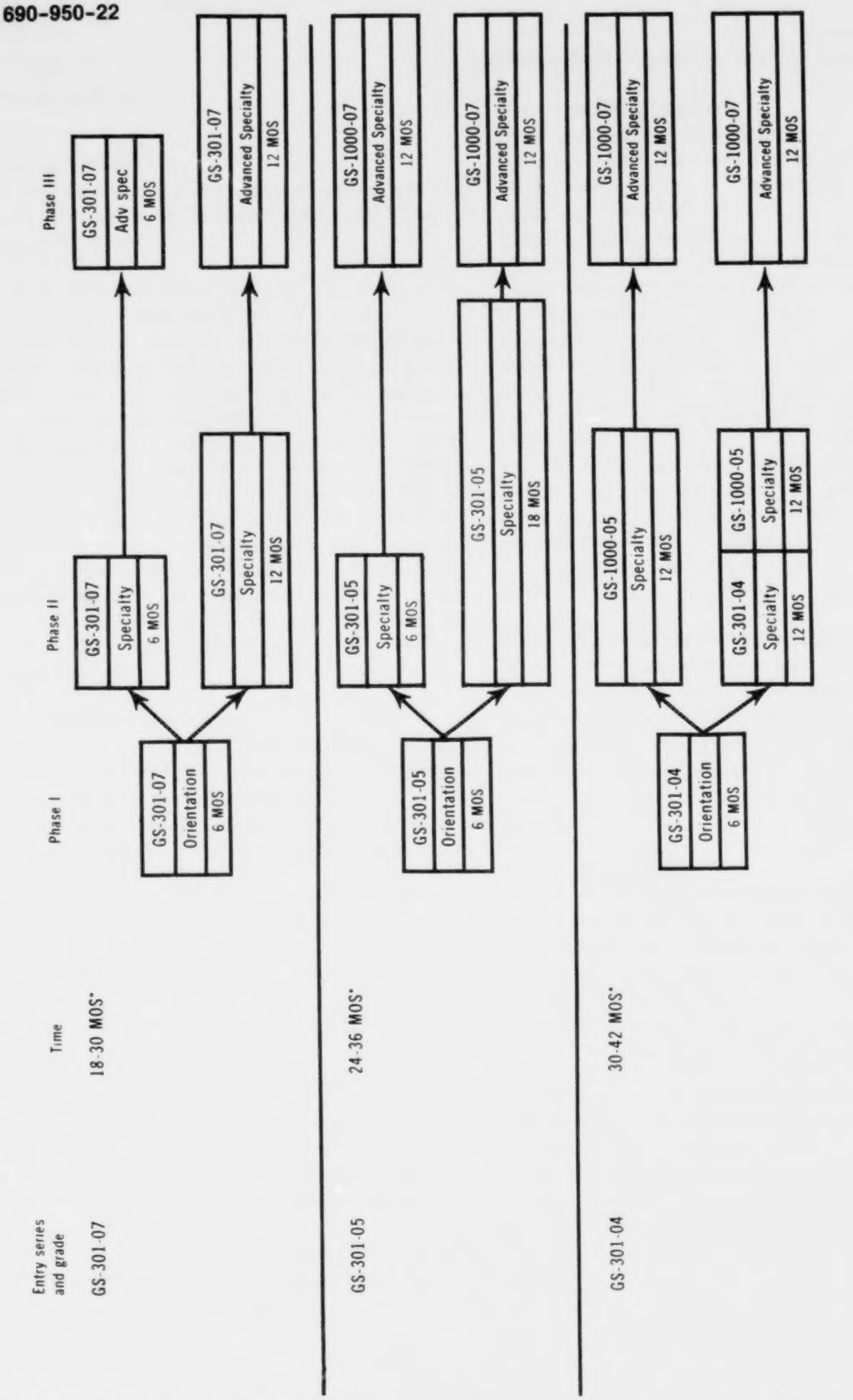


Figure B-3. PACM career program intern training profiles which include the following series in the GS-1000 family: GS-1035
GS-1071, GS-1082, GS-1083, and GS-1084


Entry series and grade
Time
Phase I
Phase II
Phase III
GS-301-07
18-30 MOS*
GS-301-07 Orientation 6 MOS
GS-301-07 Specialty 6 MOS
GS-301-07 Adv spec 6 MOS
GS-301-07 Specialty 12 MOS
GS-301-07 Advanced Specialty 12 MOS
GS-301-05
24-36 MOS*
GS-301-05 Orientation 6 MOS
GS-301-05 Specialty 6 MOS
GS-1000-07 Advanced Specialty 12 MOS
GS-301-05 Specialty 18 MOS
GS-1000-07 Advanced Specialty 12 MOS
GS-301-04
30-42 MOS*
GS-301-04 Orientation 6 MOS
GS-1000-05 Specialty 12 MOS
GS-1000-07 Advanced Specialty 12 MOS
GS-301-04 Specialty 12 MOS
GS-1000-05 Specialty 12 MOS
GS-1000-07 Advanced Specialty 12 MOS

* Length of training will depend on individual's qualifications. The top and bottom options listed for each entry grade show the amount and type of training to be given to persons credited with the maximum and minimum amounts of qualifying experience at the entry level.

Figure B-4. PACM career program intern training profiles, GS-301 entry; target series include the following: GS-1035, GS-1071, GS-1082, GS-1083, and GS-1084

Appendix C
Training Guide

C-1. Introduction

a. This appendix is the training guide for the PACM Career Program functional areas listed below—

(1) Audiovisual.
(2) Public Affairs.
(3) Writing and Editing.
(4) Graphic Communications.

b. This training guide gives specific recommendations for technical and management training of employees from the entry through the management level. It lists the training courses and developmental activities essential to employees at each grade level of career development. PACM Career Program interns will follow the appropriate intern plan in appendix B. Tables C-1 through C-4 list courses or activities by functional areas, recommended grade level, number, course or activity, and scheduling code. These tables are cross-referenced, by number, to table C-5 which has a short description of the course or activity. Table C-6 lists suggested college courses related to the functional areas.

C-2. Program progression

Progression in the PACM Career Program generally will be by functional area. (See chap 3.) However, some training and developmental activities apply to more than one specialty or functional area. Therefore, through careful planning, employees may direct their career progression to become either specialists or generalists. Figure 1-1 shows progression patterns between professional and technical occupations.

C-3. Intern plans

The MITP in appendix B is a plan to develop skills, knowledge and abilities required for successful performance at the journeyman level in a particular job specialty. The MITP also gives each intern a brief introduction to other specialties within all of the functional areas. Successful completion of the intern program prepares the intern to be a specialist. However, the intern will acquire certain fundamental skills and knowledge transferable and usable not only within a functional area but throughout all of the functional areas. Although not irrevocable, the specialty developed in the intern phase generally sets the pattern of the intern's early career development.

C-4. Specialty changes

Employees willing to expand their knowledge and skills have the opportunity to change their PACM specialization. They do this through developmental assignments and formal training identified in this Training Guide. Opportunities for developmental assignments are extremely good between related functional areas, for example, Audiovisual and Graphic Communications or Public Affairs and Writing and Editing or Audiovisual. There are opportunities for developmental assignments at each level; however, one or more lateral reassignments may be required for the employee to acquire skills and experience for promotion. The decision to specialize (rather than become a generalist) may initially give the intern the opportunity for more immediate promotions. However, this specialization may decrease the employee's competitiveness for certain top-level PACM management positions that require a broad generalized background.

C-5. Key management positions

There are key management level positions at grades GS/GM-13/14 in each PACM functional area. Some require specialized skills and abilities while others may be filled by employees with a generalist's skills. Employees aspiring to these positions should determine which pattern of development they want to pursue.

C-6. Career plans

This appendix adds information for employees to use in developing their career plans. It gives the development objectives appropriate for each grade level. Chapter 3 also describes the type of assignments through which employees can achieve those objectives. All objectives are not appropriate for all employees. Figures 3-1 and 3-2 identify the variety of career patterns in the PACM Career Program. Employees can use this information to project their progression by reassignment or promotion within the functional area of their choice. At each level, employees should set realistic career goals and, as appropriate, ask for guidance from their supervisor or other experienced PACM employees. Information on intern progression to the journeyman level is in appendix B.

Table C-1
Audiovisual training guide

Recommended grade level	Number[1]	Course or activity	Code
SES and SES candidates	53	Executive Development Seminar	P
	52	The Executive and Leadership Management Program	P
	51	Personnel Management for Executives[2]	HR
GS/GM-14	50	Seminar for Managerial Effectiveness	A
	49	Management Development Seminar	HR
	47	Organization Study and Design	HR
GS/GM-13	46	Middle Management Institute	A
	45	Public Policy Forum for Executives	A
	43	Budget Formulation	P
GS-12	42	Management of Time	A
	41	Management Skills Improvement	A
	39	Contracting for Contracting Officers' Representatives	HR
	38	Advanced Specialty Training	HR
GS-11	36	Effective Briefing Techniques	A
	35	Lateral or Developmental Assignments	HR
	34	Self-development Activities	HR
	33	Procurement and Contracting	HR
	29	Basic Broadcaster	HR
GS-9	26	Training Course Design and Development	P
	25	Introduction to Automatic Data Processing	A
	23	Introduction to Supervisison	A
GS-8	17	Printing Processes and Reproduction Techniques	A
	14	Technical Subject-matter Orientation	P
GS-7	8	Graphic Design and Layout Techniques	A
	7	Visualization Training and Instruction	P
GS-6	5	Typography	A
	3	Photography	P
GS-5	2	Basic Communication Skills	HR
	1	On-the-job Training	P

Legend: P-Prescribed; HR-Highly Recommended; A-Available

Notes:
1. The number corresponds to the item number in table C-5 where courses are described.
2. Personnel Management for Executives is highly recommended for GS/GM-13 employees.

Table C-2
Public Affairs training guide

Recommended grade level	Number[1]	Course or activity	Code
SES and SES candidates	53	Executive Development Seminar	P
	52	The Executive and Leadership Management Program	HR
GS/GM-14	51	Personnel Management for Executives[2]	HR
	50	Seminar in Managerial Effectiveness	HR
	49	Management Development Seminar	HR
GS/GM-13	45	Public Policy Forum for Executives	HR
	44	Senior Public Affairs Officer	P
	43	Budget Formulation	HR
GS-12	41	Management Skills Improvement	A
	38	Advanced Specialty Training	HR
	35	Lateral or Developmental Assignments	HR
	34	Self-development Activities	HR
GS-11	33	Procurement and Contracting	A
	32	Advanced Public Affairs	P
	31	Department of the Army Periodicals Conference	A
	30	Broadcast Manager	A
GS-9	29	Basic Broadcaster	A
	25	Introduction to Automatic Data Processing	A
	11	Newspaper Editor	P
	23	Introduction to Supervision	A
	20	Intermediate Photojournalism	A
GS-7	12	Successful Implementation of the Freedom of Information and Privacy Act	P
	10	Basic Journalist	P
GS-5	6	Department of the Army Publications Management	HR
	2	Basic Communication Skills	P
	1	On-the-job Training	P

Legend: P-Prescribed; HR-Highly Recommended; A-Available

Notes:
1. The number corresponds to the item number in table C-5 where courses are described.
2. Personnel Management for Executives is highly recommended for GS/GM-13 employees.

Table C-3
Writing and Editing training guide

Recommended grade level	Number[1]	Course or activity	Code
SES and SES candidates	53	Executive Development Seminar	P
	52	The Executive and Leadership Management Program	HR
	51	Personnel Management for Executives[2]	HR
GS/GM-14	50	Seminar in Managerial Effectiveness	HR
	49	Management Development Seminar	A
	48	Logistics Executive Development	HR
	47	Organization Study and Design	P
GS/GM-13	46	Middle Management Institute	A
	45	Public Policy Forum for Executives	A
	42	Management of Time	HR
GS-12	41	Management Skills Improvement	HR
	40	Army Maintenance Management	A
	38	Advanced Specialty Training	HR
GS-11	37	Basic Management Techniques	P
	35	Lateral or Developmental Assignments	HR
	34	Self-development Activities	A
GS-9	33	Procurement and Contracting	HR
	28	Integrated Logistics Support Management Techniques in Materiel Acquisition	P
	27	Logistics Support Analysis	P
	25	Introduction to Automatic Data Processing	A
	24	Army Provisioning Management	P
GS-7	23	Introduction to Supervision	A
	22	Technical Data Package Development-Preparation	P
	21	Orientation in Graphic Communications	HR
	18	Applying Readability Formulas	P
	16	Statistical Techniques I	P
	15	Blueprint Reading and Sketching	A
	14	Technical Subject-matter Orientation	P
GS-5	13	Basic Research and Interviewing Techniques	P
	9	Manuscript Editing	P
	6	Department of the Army Publications Management	P
	4	Fundamentals of Writing-Introduction to Editing	P
	2	Basic Communications Skills	P
	1	On-the-job Training	P

Legend: P-Prescribed; HR-Highly Recommended; A-Available

Notes:
1. The number corresponds to the item number in table C-5 where courses are described.
2. Personnel Management for Executives is highly recommended for GS/GM-13 employees.

Table C-4
Graphic Communications training guide

Recommended grade level	Number[1]	Course or activity	Code
SES and SES candidates	53	Executive Development Seminar	P
	52	The Executive and Leadership Management Program	HR
	51	Personnel Management for Executives[2]	HR
GS/GM-14	49	Management Development Seminar	HR
	47	Organization Study and Design	A
GS/GM-13	46	Middle Management Institute	A
	45	Public Policy Forum for Executives	A
	43	Budget Formulation	HR
GS-12	42	Management of Time	A
	41	Management Skills Improvement	A
	38	Advanced Specialty Training	HR
GS-11	36	Effective Briefing Techniques	A
	35	Lateral or Developmental Assignments	HR
	34	Self-development Activities	HR
GS-9	33	Procurement and Contracting	HR
	25	Introduction to Automatic Data Processing	A
	23	Introduction to Supervision	A
	19	Preparation and Inspection of Camera-Ready Mechanicals	P
GS-7	17	Printing Processes and Reproduction Techniques	P
	14	Technical Suject-matter Orientation	P
	8	Graphic Design and Layout Techniques	P
	7	Visualization Training and Instruction	P
	6	Department of Army Publications Management	HR

Table C-4
Graphic Communications training guide—Continued

Recommended grade level	Number[1]	Course or activity	Code
GS-5	5	Typography	P
	3	Photography	P
	2	Basic Communication Skills	HR
	1	On-the-job Training	P

Legend: P-Prescribed; HR-Highly Recommended; A-Available

Notes:
1. The number corresponds to the item number in table C-5 where courses are described.
2. Personnel Management for Executives is highly recommended for GS/GM-13 employees.

Table C-5
Description of training courses and activities

Item	Course or activity	Reference
1	On-the-job training—Interns will be trained according to the appropriate training program plan outlined in appendix B and locally developed programs of instruction. The intern training program outline may also be used to help identify relevant training for non-intern employees in grades GS-5 through GS-7. An employee above the intern level will be trained according to a locally prepared Individual Development Plan (IDP) and will be given opportunities to cross-train in related job specialties within the other functional areas.	MITP and this training guide; locally prepared IDP. Contact local CPO.
2	Basic Communication Skills—Designed to improve both oral and written communications. Participants work in small and large groups to demonstrate mastery of verbal, oral, nonverbal, and coping skills. Special emphasis on effective writing and application to military communications.	OPM Catalog (Training and Development Services), Code 25PD-C, 10 half-days; DA PAM 351-20 (Army Correspondence Course Program Catalog), Subcourse AGO 028. Contact local CPO.
3	Photography—Local college or university courses available, both introductory and advanced.	Contact local CPO.
4	Fundamentals of Writing or Introduction to Editing—Organizing information and constructing outlines. Combining ideas into effective sentences. Achieving coherence and unity. Editing course presents editing principles, and provides practice in applying these principles.	OPM Catalog, Code 25EA-C, Writing, 10 half-days; Code 25PK-C, Editing, 3 days. Contact local CPO.
5	Typography—Introduction to the history and art of printing. Local college or university courses available, both introductory and advanced.	Contact local CPO.
6	Department of the Army Publications Management—Study of the organization of the Army publishing system, the types and characteristics of Army publications, initial and subsequent distribution methods, and procedures designed to meet special distribution requirements.	DA PAM 351-20, Subcourse AGO 021. Contact local CPO.
7	Visualization training and instruction—Preparation and design of graphics for print media, 35mm slides, vugraphs, posters, exhibits, and TV stills. Knowledge of prerequisite considerations such as legibility, projectability, impact, effectiveness, proportion, and their relationship to the viewing area.	On-the-job training; local college courses; commercial or industrial sources. Contact local CPO.
8	Graphic design and layout techniques—Fundamentals, principles, and techniques of design, layout, and composition of artwork for vugraphs, 35mm slides, DA literature, brochures, publications, mock-ups, training devices, and similiar visual materials. Development of knowledge and skill in determining methods of presentation. Familiarization with the tools and equipment used in graphic design and production.	On-the-job training; local college courses; commercial or industrial sources. Contact local CPO.
9	Manuscript Editing—Study of guidelines, methods, and procedures for organizing and editing manuscripts and technical reports. Familiarization with applicable Army and GPO style guides for Army publications.	University of Wisconsin; local college courses. Contact local CPO.

Table C-5
Description of training courses and activities—Continued

Item	Course or activity	Reference
10	Basic Journalist—Fundamental skills training and practical experience in the techniques of news and feature writing for print media, interviewing techniques, newspaper layout and makeup, and photojournalism. Instruction is also provided in the writing of news stories, spot announcements, and feature material for the electronic media.	DA PAM 351-4 (US Army Formal Schools Catalog), Defense Information School (DINFOS) Course 570-71Q10, 10 weeks and 2 days. Contact local CPO.
11	Newspaper Editor—Comprehensive study of DOD and DA public affairs mission and requirements. Review and practical exercises to familiarize employees with policies, principles, and regulations governing the Army Public Affairs Program. Academic instruction and classroom exercises are given in the areas of applied journalism, government and international relations; public affairs policy and plans; speech, radio and television writing; and research techniques.	DA PAM 351-4, DINFOS Course 570-F2, 3 weeks. Contact local CPO.
12	Successful Implementation of the Freedom of Information and Privacy Act—Study of the responsibilities of records keepers under the Freedom of Information Act, and the Privacy Act; Initial Denial Authority and the exemptions; reporting requirements, collection, maintenance, use and disclosure of records; processing Freedom of Information Act requests.	OPM Catalog, Code 21LZ-C, 2 days, or DA PAM 351-20, Subcourse AGO 409. Contact local CPO.
13	Basic research and interviewing techniques—Identification of methods and sources for conducting research, for example, literature search, use of technical library facilities, review of reference materials. Introduction to principles and techniques for conducting interviews.	Local college or university courses. Contact local CPO.
14	Technical subject-matter orientation—Training and instruction in prescribed subject-matter areas to develop knowledge and skills specific, to occupational specialty or individual job requirement.	Contact PACM activity CPM. Contact local CPO.
15	Blueprint reading and sketching—Familiarization with basic design principles, symbols and terminology. Instruction on reading blueprints and working drawings.	On-the-job training; local college courses; commercial or industrial sources. Contact local CPO.
16	Statistical Techniques I—Definition and role of statistics. Concepts used in statistical analysis. For advanced statistics, contact the CPO.	OPM Catalog, Code 23LS-C, 5 days, or DA PAM 351-20, Subcourse FI 921. Contact local CPO.
17	Printing processes and reproduction techniques—Training and instruction in printing production processes to include camera-ready copy and stripping procedures, offset plate production, silk screening, lithography, press and bindery operations.	On-the-job training; local college courses; commercial or industrial sources. Contact local CPO.
18	Applying readability formulas—Introduction to readability formulas and their application in determining the reading grade level of manuscripts. Identification of techniques for rewriting materials to adjust the reading grade level and achieve effective written communications.	On-the-job training; assigned readings.
19	Preparation and inspection of camera-ready mechanicals—Training and instruction in the theory and process of how black and white copy becomes line art and how continuous tone copy becomes a halftone; screens, textures and reversals; color separations for multi-color printing; color process printing, and how to silhouette and crop photographs. Familiarization with inspection techniques used to check camera-ready mechanicals against pertinent regulations and specifications for compliance.	On-the-job training; local college courses; commercial or industrial sources. Contact local CPO.
20	Intermediate Photojournalism—Review of photographic and journalistic principles that are applicable to photojournalism. Advanced theory on the application of visual communications in packaging, publication, design, and marketing research. Identification of techniques for developing photo features and picture essays and for covering news and sporting events. Application of photojournalism in audiovisual presentations.	DA PAM 351-4, Course 570-ASIJ8, 7 weeks. Contact local CPO.

Table C-5
Description of training courses and activities—Continued

Item	Course or activity	Reference
21	Orientation in graphic communications—Study the use of graphic symbols, type faces, and designs to enhance the understanding of written materials.	On-the-job training; college courses; commercial or industrial sources. Contact local CPO.
22	Technical Data Package Development—Preparation—Examine requirements, responsibilities, and techniques for the development and preparation of technical data packages that identify specifications for the procurement and production of military design equipment.	Defense Management Education and Training Catalog DoD 5010.16-C, Course AMETA-13, 2 weeks. Contact local CPO.
23	Introduction to Supervision—Principles and practices of supervising government employees. Course content is for GS-7 through GS/GM-13 levels of authority and responsibility. Public Affairs Supervisor, 570-F1, management and supervision of a Public Affairs Office, preparation and dissemination of information to the general and military public. Application of principles, policies and procedures.	OPM Catalog, Code 36JD-C, 5 days; or DA PAM 351-4, DINFOS Course 570-F1, 3 days. Contact local CPO.
24	Army Provisioning Management—Study of the total provisioning process to identify the interrelationship of functional areas and activities and to provide sufficient depth of knowledge to enable proper planning, execution, management, and evaluation in the provisioning of Army equipment.	DoD Catalog 5010.16-C, Course ALMC-AP, 3 weeks. Contact local CPO.
25	Introduction to Automatic Data Processing—Through a combination of lectures, and a workshop employees will gain a practical understanding of ADP terminology, concepts, and an insight into the employees role in the computerization process. DP 130—Principles of ADP management. An introduction to the field of data processing to include an overview of the Army's ADP management program, a description of current multicommand systems, economic feasibility of using ADP systems, methods of systems conversion, and the requirements for system security.	OPM Catalog, Code 24AA-C, 3 days; or DA PAM 351-20, Subcourse DP 130; local college courses. Contact local CPO.
26	Training Course Design and Development—Employee will systematically design and develop an actual instructional package.	OPM Catalog, Code 22LU-C, 5 days. Contact local CPO.
27	Logistics Support Analysis—Study the goals, objectives and application of system design techniques in order to arrive at logistics support decisions that meet operational and cost requirements.	DoD Catalog 5010.16-C, Course ALMC-LR, two weeks. Contact local CPO.
28	Integrated Logistics Support Management Techniques in Materiel Acquisition—Provides the student with detailed coverage of the Integrated Logistics Support Program, and how individual elements of integrated logistics support are developed, integrated, and managed within the materiel acquisition process.	DoD Catalog 5010.16-C, ALMC-ME, 2 weeks. Contact local CPO.
29	Basic Broadcaster—Elements of broadcasting, principles, procedures of military broadcasting. Collecting, writing, evaluation, preparation of military information for use on radio and television.	DA PAM 351-4, DINFOS Course 570-71R10, 10 weeks. Contact local CPO.
30	Broadcast Manager—Management and administration of an Armed Forces Radio and Television Service outlet.	DA PAM 351-4, DINFOS Course 7G-46B or 570-F-4, 4 weeks. Contact local CPO.
31	Department of the Army Periodicals Conference—Disseminates the latest HQDA policies and guidance concerning periodicals. Exchange of information and ideas and problem solving.	Announced by letter from HQDA.
32	Advanced Public Affairs Course—Graduate study of mass media communications, research, and public relations principles and techniques.	University of South Carolina; announced by HQDA message.
33	Procurement and contracting—The General Services Administration offers a variety of courses on procurement and supply to meet the needs of employees at virtually every level of expertise in contracting. Contract Administration (AF)—Familiarizes the employee with policies that govern Federal procurement, contracting procedures, advertising, and negotiation of contracts.	DoD Catalog 5010.16-C; Course PPM 152(JT)(AF), 15 class days. General Services Administration (GSA) Catalog, 5 days. Contact local CPO.
34	Self-development activities—Off-the-job activities such as participation in professional organizations, schooling, and reading programs, which contribute to the professional development of the employee.	IDP; trade journals, local college courses, or professional organizations. Contact local CPO.

Table C-5
Description of training courses and activities—Continued

Item	Course or activity	Reference
35	Lateral or developmental assignments—Assignment within functional areas providing an in-depth learning experience through alternate operating and staff assignments at the installation or activity, MACOM and HQDA.	IDP; reassignment within the career program.
36	Effective Briefing Techniques—Teaches in-depth skills and emphasizes the techniques of effective briefings for persons already subject-matter experts.	OPM Catalog, Code 25DF-C, 5 days. Contact local CPO.
37	Basic Management Techniques—Examines supervisory functions, including planning, organizing, and controlling. Mastery of these tasks is critical to effective supervision. Supervisors need the ability to structure the work and the information flow.	OPM Catalog, Code 36JC-C, 5 days. Contact local CPO.
38	Advanced specialty training—Enroll and attend career-related, government, commercial, trade, or professional organization sponsored meetings, conferences, seminars, workshops, or exhibits to acquire new knowledge skills or to keep abreast of the latest state-of-the-art advancements.	IDP; locally determined by supervisor. Contact local CPO.
39	Contracting for Contracting Officers' Representatives—Introduction to the procurement process. It describes methods of procurement planning, types of contracts, contract administration, proposal evaluation, and source selection.	GSA Catalog, 5 days, or DA PAM 351-4, Course ALMC-CL, 2 weeks. Contact local CPO.
40	Army Maintenance Management—Examine the Army maintenance system as an integral part of the DOD logistics system. Review plans, programs and budgets as they relate to maintenance, maintenance control systems and techniques, management of maintenance operations, the relationship of maintenance to other logistic functions, and the importance of the human element in management.	DoD Catalog 5010.16-C, Course 8A-F-3 (AR), 4 weeks (resident, 2 weeks in conjunction with 2 week correspondence subcourse on site). Contact local CPO.
41	Management skills improvement—Study of a variety of supervisory and management subjects including management styles, time management, communication with subordinates, stress and stress management, and managerial self-image.	Contact local CPO.
42	Management of Time—Learn techniques to allow employees to work smarter, not harder, and stay ahead of crisis. It aids employees in managing and organizing time more effectively and setting priorities.	OPM Catalog, Code 21CW-C, 3 Days. Contact local CPO.
43	Budget Formulation—Employee learns to put together their agencys' annual budget submission; learn to use budget terminology correctly. Advanced budget courses are also available through OPM.	OPM Catalog, Code 23AF-C, 5 days. Contact local CPO.
44	Senior Public Affairs Officer—Graduate level course developed around a central theme using lectures, panels, and group discussions. New methods and techniques of print and broadcast journalism, persuasion, and mass media communications.	DA Pam 351-4, DINFOS Course 7G-F1, 1 week. Contact local CPO.
45	Public Policy Forum for Executives—Current information on relevant developments in the legislative and judicial branches.	OPM Catalog, Code 37LK-C, series of one-half day forums. Contact local CPO.
46	Middle Management Institute—Introduces participants to current managerial developments and techniques designed to increase managerial effectiveness.	OPM Catalog, Code 36JL-C, 5 days. Contact local CPO.
47	Organization Study and Design—Designed to include practical concepts, principles, and techniques for planning and designing organizations. Includes designing new organizations and how to streamline existing ones.	OPM Catalog, Code 23AK-C, 5 days. Contact local CPO.
48	Logistics Executive Development—Formal lectures and controlled discussions on the feasibility of predicting tactical or strategic outcomes from logistics data. Instruction is directed toward familiarizing employees with historical methods for analyzing the impact of logistics on the military decisionmaking process.	DoD Catalog 5010.16-C, Course 8A-F17, 19 weeks resident, 600 hours correspondence. Contact local CPO.

Table C-5
Description of training courses and activities—Continued

Item	Course or activity	Reference
49	Management Development Seminar—Examines the dynamic role of government managers in meeting public needs and expectations. It is designed to strengthen the manager's capacities to manage human and material resources in achieving organizational goals.	DA PAM 690-23, (Catalog of Civilian Training Programs Centrally Administered by HQDA CIVPERCEN), Course 58, 2 weeks. Contact local CPO.
50	Seminar in Managerial Effectiveness—Designed to provide managers with tools and techniques that will help analyze their job situation and understand which managerial styles can best be used to achieve results. Participants will identify key areas of their managerial jobs in which they need to give special attention.	OPM Catalog, Code 26JS-C, 5 days. Contact local CPO.
51	Personnel Management for Executives—Designed to develop a broad perspective of the personnel management job in relation to the total management function. Increases understanding of current developments in personnel management. Attendees must be at least grade GS/GM-13 to be eligible to attend.	DA PAM 690-23, Course 22, 8 days. Contact local CPO.
52	The Executive and Leadership Management Program—Designed to serve developmental needs of those in approved executive development programs leading to positions in the SES. Program focuses on knowledge and skills which are of concern to individuals at the time of their transition to executive responsibilities.	DA PAM 690-23, Course 49, 3 weeks. Contact local CPO.
53	Executive Development Seminar—The seminar assists the candidate in making transition to an executive position by addressing those competencies which relate to the complex and dynamic social-political-economic environment in which the Federal Executive operates.	DA PAM 690-23, Course 59, 2 weeks. Contact local CPO.
54	Armed Forces Staff College—A five month program designed to give participants an insight into joint and combined armed forces organizations, plans, and operations, and a more complete perspective regarding related aspects of national and international security (GS-12 and up).	DA PAM 690-23, Course 4, 5 months. Contact local CPO.

Table C-6
Suggested college courses

Course and description	Public Affairs		Writer Editor		Graphic Comm		Audioviosual	
	1035	1082	1082	1083	1020	1084	1060	1071
Advanced Reporting Study and practice in interpretative and investigative reporting; methods of journalistic research and presentation; preparation of indepth stories based on student research	DR	DR						
Advertising Copy, Layout, and Production Application of product and market research to specific creative problems in advertising. Working from copy and original art, students design and prepare advertisements in camera-ready form for publication.	DR				DR	DR		
Advertising Markets and Media Manufacturers' advertising procedures, markets, media, organization of the advertising function.	DR				DR	DR		
Advertising Principles and Practice Advertising fundamentals in relation to modern business activities.	DR				H	H		
Broadcast Journalism Study of the history and practice of	DR	DR						DR

Table C-6
Suggested college courses—Continued

Course and description	Public Affairs		Writer Editor		Graphic Comm		Audioviosual	
	1035	1082	1082	1083	1020	1084	1060	1071
broadcast journalism. Study of the various forms of broadcast journalism—straight news, feature reports, commentary, editorial, interview, and documentary.								
Broadcast Management Study of the problems of organization and management of radio and television stations—both commercial and public—with emphasis upon economic factors as well as on the interrelationships of various departments. Special problems related to programming, production, sales, public relations, CATV, audience demographics, Government regulations, current and future trends.								DR
Current Research in Mass Communication Examination of current research and its contribution to understanding the process and effects of mass communication. Topics covered include—gatekeepers and information control, audience selection processes, users of media, persuasive effects of media, media content and social learning, the effects of adult programming on children, and the effect of the governmental process.	DR	DR						DR
Editorial Writing Structure, style, and underlying principles of the editorial. Practice in researching and writing editorials. Critiques of editorials.	DR	DR	H	H				
Film Production and Direction Basic theory and techniques of motion picture production and direction. Viewing and evaluating films illustrating a variety of film techniques. Production experiences in directing, filming, scripting, editing, sound reporting, budgeting, and production planning.							H	DR
Fundamentals of Advertising Study of the theory and practice of advertising in the mass media and its social and economic functions. Focus on creativity, planning, opportunities, and the problems of advertising.	DR				H	H		
Fundamentals of Public Relations Theories, methods, and practices of public relations and their application in industry, Government, education, social agencies, and other institutions. Focus on written and oral solutions to problems.	DR	H						

Table C-6
Suggested college courses—Continued

Course and description	Public Affairs		Writer Editor		Graphic Comm		Audiovisual	
	1035	1082	1082	1083	1020	1084	1060	1071
Interviewing—Principles and Practice Theory and practice in methods for conducting selected interviews to gather information. Emphasis on creating an environment for effective communication between the interviewer and interviewee; phrasing questions and doing the interview.	DR	DR	DR	DR				
Introduction to the Electronic Media Study of the ways ideas are expressed through the language of radio, television, and film. Focus is on scenes, camera and lens movement, tempo, editing, concepts, montage, sound perspective, fades, segues, and other special effects necessary in communication.						H		DR
Law of Mass Communication Legal limitations affecting freedom of the press, libel, privacy, contempt, censorship, and other legal issues affecting the mass media. Consideration of legal philosophy bearing an ethics, fair comment, copyright, right to know, and "the fairness doctrine."	DR	DR	DR	DR	DR	DR	DR	DR
Magazine Article Writing Study and practice of writing articles for commercial magazines. Emphasis on editorial policies, readership, and freelancing.	H	DR	H	H				
Magazine Production Study of magazine from copy to bindery. Emphasis on manuscript copy, format, style, art design, and the editor's job duties.	H	DR			DR	DR		
Mass Communication and Society Study of print, broadcast, and film media and their affect on society. Emphasis on mass communication theories, documentaries, commercialism, news media, media effects and control, feedback, educational broadcasting, and audience analysis.	DR	DR				DR		DR
News Editing and Layout Study and practice of editing copy, writing headlines, handling graphic materials, and newspaper layout.	H	DR						
Photojournalism Press photography and picture editing; working with laboratory materials, darkroom processing, picture story planning, and execution.	DR	DR				DR	DR	
Press Photography Introduction to basic photographic theory and techniques applied in photojournalism.	DR	DR				H	DR	
Press Photography—Advanced News, feature, and advertising photography concentrating on problems and techniques.	DR	DR				H		

Table C-6
Suggested college courses—Continued

Course and description	Public Affairs		Writer Editor		Graphic Comm		Audiovisual	
	1035	1082	1082	1083	1020	1084	1060	1071
Radio and Television Education Survey of educational application of radio and television materials. Analysis of problems and production practices in the media as related to the learning process.			H					DR
Radio Production Basic principles of producing, directing, and writing for radio. Treatment of program types, production methods, techniques of the sound studio, principles of directing radio programs and practice in production and direction.	H	H						DR
Radio and Television Theory and Techniques Study of information, education, entertainment, advertising, and programming for radio and television.		H	H					DR
Reporting for the Mass Media Gathering and writing news for both print and broadcast media. Emphasis on style, news values, and story construction. Practice in writing features and other news stories.	DR	DR						
Research Methods in Journalism Examination of research techniques, readership studies, readability formulas, content analysis, and questionnaire interviews.	DR	DR						
Science Writing Study of the techniques of interpreting science to the general public through examination of samples of science writing and regular writing exercises. Emphasis on professional demands made of science writers working for newspapers and magazines, industry, universities, and Government.			DR	DR				
Speech Writing and Analysis Analysis of special problems inherent in the preparation of manuscript speeches. Composition of representative types and practical experience in oral presentations.	DR	DR	DR	DR				
Television Documentary Planning, scripting, shooting, editing, and producing documentary films and programs for institutional users.	H	H	H					DR
Television Copy and Promotion Writing television commercials, preparation of sales promotions, station and program audience research.	H			H	H			DR
The Graphics Art of Communication Introduction to graphic communications, with major emphasis on basic typography and copyfitting, the reproduction of tone, printing processes, and the fundamentals of publication layout and design.	H	DR			DR	DR	H	H

Table C-6
Suggested college courses—Continued

Course and description	Public Affairs		Writer Editor		Graphic Comm		Audiovisual	
	1035	1082	1082	1083	1020	1084	1060	1071
The Press in a Democratic Society Research and analysis of the contemporary roles of the press in its political environment; recent constitutional interpretations involving press freedom; problems of the press-Government relationship.	DR	DR						
Visual Design for Mass Media Design for mass media, study of problems in poster, newspaper, magazine film, and television design. Coverage of editorial design and advertising design.					DR	DR	DR	DR
Business and Professional Communication Practice in the preparation and delivery of written and oral reports, speeches, and other communications for various occasions.	DR	DR	DR	DR				
Computer Organization and Software Systems Study of hardware organization, memory functions, CPU instructions, loaders, assemblers, third generation concepts, data flow, and microprogramming.				DR				
Contract Management Study of Government procurement processes, nature of various types of contracts, and management of contract performance.	H	H	DR	DR	H	DR	DR	DR
Contract Negotiation Study of contract negotiation including interfaces among technical, administrative, and financial operations.			DR	DR	H	DR	DR	DR
Cost Modeling and Estimating Methods of cost comparison, cost equivalence, development, progress functions, and simulation.			H	DR		DR		DR
Electrical Mathematics Electrical circuit computations.				DR				
Electricity and Magnetism Electrostatic and magnetostatic field, homogenous wave equation, and radiation from accelerated charges.				DR				
Electronic Materials Technology Solid state theory and applications and photoactivated surfaces.				DR				
Engineering Graphics Graphic solution of problems involving the location and relationship of points, lines, planes, sketching, line work, designing, and developing composition.			H	DR	DR	H		
Foundation of Modern Technology Elements of calculus, differential equations, chemistry, physics, and applied mechanics, electronics, thermodynamics, fluid mechanics, and engineering economics.				DR				

Table C-6
Suggested college courses—Continued

Course and description	Public Affairs		Writer Editor		Graphic Comm		Audiovisual	
	1035	1082	1082	1083	1020	1084	1060	1071
General Physics Newtonian mechanics, conservation laws, electrostatics, currents, magnetic phenomena, relativity, waves, quantum mechanics.				DR				
Introduction to Analog Electronics Lecture and laboratory sequence covers analog electronics in terms of basic principles, type of equipment used, and applications to scientific and industrial processes.				DR				
Introduction to Computers Algorithms such as assignment, conditional branching, and input or output; sorting, searching, table look-up, and iterative procedures; flow charts and programs; components and basic capabilities of computer systems; computer language.			H	DR				
Introduction to Digital Electronics Basic digital circuits, their applications, and their interfacing with analog instruments.			H	DR				
Introduction to Discrete Structures Computer mathematics including Boolean algebra and propositional logic.			H	DR				
Kinematics and Dynamics of Machines Energy and momentum principles; kinematics and dynamics of mechanisms and machines.				DR				
Maintenance Management Problems of product support and maintenance of complex systems.			DR	DR				
Mathematics of Modern Technology Laplace transform vector analysis, matrices, and Fourier methods.			H	DR				
Modern English Grammar Review of traditional and structural grammar.	DR	DR	DR	DR			H	
Selected technologies (1) radar; (2) infrared; (3) guidance; (4) rocket propulsion; (5) instrumentation; (6) laser; (7) nuclear; (8) remote sensing; (9) heat transfer; (10) optics; (11) air frames; (12) engine power plants.				DR	H			
Statistical Techniques Theory and application of statistical techniques in management and engineering.			H	DR				
Survey of Communication Techniques Technologies employed in printed, photographic, radio, and television media and in multi-media communications.	DR	DR	DR	DR	H	DR	H	DR
Waves and Oscillations Periodic phenomena, free oscillators, forced oscillators, traveling waves, modulation, Fourier analysis.				DR				

Legend: DR-Directly Related; H-Helpful.

Glossary

Section I
Abbreviations

AAP	affirmative action plan
ACCP	Army correspondence course program
ADP	automatic data processing
AF	Air Force
AG	Adjutant General
ALMC	Army Logistics Management Center
AMC	Army Materiel Command
AMETA	Army Mangaement Engineering Training Agency
AMOD	Armys mobility opportunity development program
AMP	Army materiel plan
APPI	advance planning procurement information
AR	Army regulation
ARSTAF	Army Staff
ARTEP	Army training and evaluation program
AV	audiovisual
BQ	best qualified
CI	Command information
CIVPERCEN	Civilian Personnel Center
CL	component list
COE	Corps of Engineers
CONUS	Continental United States
CPA	Chief of Public Affairs
CPD	civilian personnel director (MACOM)
CPM	career program manager; activity CPM
CPO	civilian personnel office
CPU	central processing unit
CR	community relations
CRM	camera-ready mechanicals
CRO	central referral office
CTED	civilian training education development
DA	Department of the Army
DAR	Defense acquisition regulation
DCP	Director of Civilian Personnel
DCSPER	Deputy Chief of Staff for Personnel
DDO	decline definite offer
DINFOS	Defense Information School
DOD	Department of Defense
ED	editor
EDS	employee development specialist
EEO	equal employment opportunity
EEOC	Equal Employment Opportunity Commission
ENG	electronic news gathering
FC	functional chief
FCR	functional chief representative
FEORP	Federal Equal Opportunity Recruitment Plan
FI	finance
FPM	Federal Personnel Manual
GPO	Government Printing Office
GS	general schedule
GSA	General Services Administration
HQDA	Headquarters, Department of the Army
IDP	individual development plan
INSTAL	installation
ISO	information systems office
KSA	knowledge skills and abilities
LPI	lists of parts illustrations
LTT	long-term training
MACOM	major Army command
MGR	manager
MITP	master intern training plan
NICP	National inventory control point
NMP	National maintenance point
OJT	on-the-job training
OPM	Office of Personnel Management
PA	public affairs
PACM	Public Affairs and Communications Media
PAO	public affairs officer
PAO/AMC	Public Affairs Officer Army Materiel Command
PAO/ISC	Public Affairs Officer Information Systems Command
PAS	public affairs specialist
PCS	permanent change of station
PI	public information
PROG	program
PS	production specialist
PUB	publication
RIF	reduction-in-force
RPSTL	repair parts and special tools list
SES	Senior Executive Service
SHARP	Severely Hanicapped Recruitment Program
SMSA	standard metropolitan statistical area
SQT	skill qualification test
SR	senior
SUBMACOM	major Army subcommand
TDY	temporary duty
TEC	training extension course
TECH	technical

TOF	transfer of function
TV	television
VIS	visual information specialist
WRT	writer

Section II

Terms

Affirmative action plan
Action required to achieve appropriate representation of minorities, women, and disabled persons at all grade levels within the Army work-force.

Capstone assignment
Capstone developmental assignments prepare top-level managers to manage specific line or staff programs.

Career program
Specified occupational series and functional areas grouped together based on population, occupational structure, grade range, and commonality of job and qualification characterisitcs for career management and development.

Career program employee
An employee whose position is covered by an occupational series and functional area in a career program.

Career program registrant
A DA employee who files for referral consideration and is rated eligible for positions covered by a career program.

Central referral office
An office designated to develop referral rosters and administer a career program referral inventory for specified career program(s).

Competitive service
Civilian positions in the Federal Government that are not specifically excepted from the civil service laws by or under statute, by the President, or by the Office of Personnel Management under civil service rules VI or IX (part 6 and part 9) Code of Federal Regulations.

Delegated examining authority
An agreement between OPM and an agency authorizing the agency to recruit applicants, evaluate their qualifications, establish competitive registers of eligible candidates, and issue certificates of eligibles.

Equal employment opportunity program
A program designed to provide for appropriate work-force representation and fair treatment of minorities, women, and disabled persons.

Federal equal opportunity recruitment program
An affirmative recruitment program designed to ensure the consideration of underrepresented groups by race, sex, or national origin in comparison to their representation in the civilian labor market.

HQDA survey report
The product of a formal survey within DA to evaluate civilian personnel management practices and procedures used by the organizational element surveyed.

Master intern training plan
A detailed training plan issued by HQDA showing on-the-job training and formal courses that will prepare career interns for target-level career program positions within DA.

Next appropriate vacancy
A vacancy for which a candidate has indicated geographic availability and for which the candidate has been determined to be highly qualified, as defined in AR 690-300, chapter 335.

Nondisqualifying handicapping condition
Any disability that permits a candidate to perform essential functions of the job safely with allowances for reasonable accommodation, if needed.

Outside registrant
Any competitive status applicant who applies for a DA career program position, and who is not currently employed in DA.

Screening panels
Evaluation panels that review and screen the qualifications of applicants in order to develop a referral roster.

Special consideration for repromotion
Consideration given to non-temporary employees who have been changed to lower grade without personal cause and not at their own request.

Voluntary career program registrant
A DA employee in a position not covered by a career program, or who is in a different career program from that in which registration is desired.

By Order of the Secretary of the Army:

JOHN A. WICKMAN, JR.
General, United States Army
Chief of Staff

Official:

R. L. DILWORTH
Brigadier General, United States Army
The Adjutant General

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TRAINING PROGRAM OUTLINE FOR PUBLIC AFFAIRS FUNCTIONAL AREA *(PUBLIC AFFAIRS SPECIALIST)*—PHASE I

For use of this form, see AR 690-950-22; the proponent agency is DCSPER

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	HOURS *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total number of hours in Phase I is 1043.		1043				
1. General orientation	D, B, RR	40	1. At the end of this general orientation, the intern will be able to—			
a. Employment orientation. Civil service appointment and status, condition of employment, employee benefits, code of conduct, security requirements, and the Army civilian career management programs.			a. Describe the organization of the Federal Government, DOD, DA, and his or her MACOM and activity of assignment.			
b. Command and agency orientation. Organization of the Federal Government, DA, MACOM, and the training activity to which the intern is assigned.			b. Understand the provisions, benefits, and responsibilities of Federal employment and the provisions of the Army civilian career management programs.			
c. PA office orientation. Orientation to the training activity's PA office.			c. Describe the mission, organization, and functions of the training activity PA office.			
2. Specialized subject-matter orientation	D, DEM, SA, RR	1003	2. At the end of the subject-matter orientation, the intern will be able to—			
a. PA function. Introduction to Army PA as a staff function and Communications process. Overview of the mission, objectives, and need for Army PA and the role of the PA officer.			a. Describe the mission, purpose, and objectives of Army PA. Outline Army PA Program objectives. Identify and describe how the function is organized and discuss the role and relationship of the PA officer to the Commander, the staff, the media, and the public.			
b. Public information (PI) function. Introduction to the mission, policies, operating procedures, and pertinent regulations governing the PI function. Practical exercises to acquaint the intern with effective techniques for using the mass media to communicate information on Army programs and activities to the public. Introduction to methods for			b. Discuss the PI function and pertinent operating policies, regulations, and procedures. Identify the Army's primary external publics and describe the communications media through which they are reached. Discuss the need for ethics and credibility in establishing effective media relations and how to apply them.			

DA Form 5499-R, JAN 86

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	HOURS *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
establishing and maintaining effective relations with media representatives and analyzing and assessing audience and media requirements. Review of communications law and rules governing attribution, ethics, and credibility in release of information.						
c. Command information (CI) function. Introduction to the mission, philosophy, policies, operating procedures, and pertinent regulations governing the Army CI Program. Practical exercises to acquaint the intern with the role of CI as a means of communication for the Commander.			c. Define the mission, purpose, and objectives of the Army CI Program. Explain operating policies, regulations, and procedures governing the function and the role of the public affairs officer in helping the commander in implementing an effective CI Program. Identify CI products, their uses, methods, channels, facilities, and system for distributing these products to the user.			
d. Community relations (CR) function. Introduction to the Army CR mission, functional areas of responsibility, and pertinent regulations. Practical experience in dealing with community groups, organizations, and persons having interest in Army programs and activities.			d. Describe the Army CR function and areas of responsibility. Be familiar with pertinent policies, regulations, and operating procedures. Assist in preparing and coordinating CR projects.			
3. Formal training. At the end of phase I, the intern should have completed the following courses:			3. After completing these courses, the intern will be able to—			
a. Communications Techniques (prescribed course or equivalent course).			a. Master the learning objectives in the course descriptions.			
b. Preparation of Military Correspondence.			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Accelerated Reading.						
d. Interpersonal Communications (prescribed course or equivalent course).						

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	HOURS *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
e. Proofreading.						
f. Spelling, Abbreviation, Capitalization, and Punctuation (prescribed course or equivalent course).						
g. Public Affairs Specialist Course (journalistic).						

LEGEND: D—Discussion; B—Briefing; DEM—Demonstration; RR—Required reading; SA—Supervised activity

TRAINING PROGRAM OUTLINE FOR PUBLIC AFFAIRS FUNCTIONAL AREA *(PUBLIC AFFAIRS SPECIALIST)*—PHASE II

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total training hours in phase II range from 1043 to 4174.						
1. On-the-job-training. The training activity will provide the intern who enters training at phase II the 40-hour orientation outlined under phase I. (See DA Form 5499-R).		100				
a. Public information (PI) function.	SA, RR OV	30	a. At the end of this PI function training, the intern will be able to—			
(1) Tasks and assignments. Practical tasks and assignments to give the intern a working knowledge of PI and the skills to perform the duties of a Public Affairs Specialist. For example, writing news releases, handling media queries, escorting media representatives, and preparing hometown news releases and audio tapes.			(1) Perform basic duties and functions of a Public Affairs Specialist. Write, rewrite, edit, and prepare draft releases on routine programs and activities. Handle routine media queries. Escort media representatives visiting the activity. Be familiar with pertinent office reference materials (regulations, rules, style guides) and operating procedures.			
(2) Special projects. Intern will be assigned to special PI projects or assignments and will be held accountable for their accomplishment. Some examples of special projects include the following:			(2) Show confidence, skills, and ability in performing the wide variety of PI duties.			
(a) Preparing press kits.						
(b) Identifying, preparing, and and coordinating story ideas for the DA magazine or book program.						
(c) Writing feature articles and developing media and marketing plans.						

TRAINING DESCRIPTION a	TYPE OF TRAINING b	PERCENTAGE OF TRAINING TIME c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
(d) Arranging press conferences and field press operations.						
(e) Preparing staff actions and developing fact sheets and decision papers.						
(f) Assisting in the preparation of a contingency plan.						
(3) Orientation visits. Orientation visits to a commercial radio and TV station and newspaper facility to observe operations and to acquaint the intern with personnel and equipment needed to run the operation.			(3) Recognize and describe operations and equipment of a commercial radio and TV station and newspaper facility.			
b. Command information (CI) function:	SA, RR OV	35	b. At the end of this CI function training, the intern will be able to—			
(1) Tasks and assignments. Practical tasks and assignments to give the intern a working knowledge of the Army CI Program. Assignments will include the preparation of CI materials, for example, fact sheets, pamphlets, brochures, news and feature articles for the activity newspaper, and radio and TV spot announcements.			(1) Write, rewrite, edit, and produce CI materials on routine programs and activities when given specific guidance on parameters of the project. Assignments will require ability to perform appropriate research to obtain facts and data and follow through on distribution to ensure finished products and materials reach the intended audience. Be familiar with pertinent office reference materials (regulations, rules, style guides) and operating procedures.			
(2) Special projects. Intern will be assigned to special CI projects or assignments and will be accountable for their accomplishment. Some examples of specific projects include the following:			(2) Show confidence, skill, and ability in performing the wide variety of CI duties.			

TRAINING DESCRIPTION a	TYPE OF TRAINING b	PERCENTAGE OF TRAINING TIME c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
(a) Preparing special purpose and single topic CI fact sheets or brochures.						
(b) Preparing radio and TV spot announcements.						
(c) Developing a photographic layout or display.						
(d) Preparing feature articles for an Army newspaper or magazine.						
(e) Preparing a CI kit for a special Army program or promotion.						
(f) Editing a CI newspaper.						
(g) Assisting in the preparation of CI plans.						
(3) Orientation visits. Orientation visits to a commercial printing plant and a photographic laboratory facility. Staff visit to an Army company and battalion-size unit to observe operations.			(3) Recognize personnel and describe the operations and equipment of a commercial printing plant and photographic laboratory. Observe a typical Army company and battalion-size unit to become acquainted with their specific CI problems and needs.			
c. Community relations (CR) function.	SA, RR OV	35	c. At the end of this CR training, the intern will be able to—			
(1) Tasks and assignments. Practical tasks and assignments to give the intern a working knowledge of the Army CR Program. Assignments will include developing and updating unit speakers bureau file, handling requests for Army bands and drill teams, working with patriotic and civic organizations,			(1) Cite applicable policies and regulations governing the Army CR Program. Plan and complete routine tasks and assignments when given specific guidance on procedures to be followed. List typical Army assets that can be used to implement an effective CR Program.			

TRAINING DESCRIPTION a	TYPE OF TRAINING b	PERCENTAGE OF TRAINING TIME c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
and planning and coordinating Army-initiated celebrations and observations.						
(2) Special projects. Intern will be assigned special CR projects or assignments and will be accountable for their accomplishment. Some examples of special projects include the following:			(2) Show confidence, skill, and ability in performing the wide variety of CR duties.			
(a) Planning an open house event.						
(b) Coordinating a joint military and civilian activity.						
(c) Assisting in developing a CR plan.						
(3) Orientation visits. Orientation visits to a commercial public relations firm and Chamber of Commerce to observe operations and acquaint the intern with his or her commercial counterpart.			(3) Understand commercial public relations practices.			
2. Formal training. At the end of phase II, the intern should have completed the courses listed for this phase. Phase I formal training should be added to the following list of courses for the intern who entered training at phase II:			2. After completing these courses, the intern will be able to—			
a. Army Staff Study.			a. Master the learning objectives in the course descriptions.			
b. Effective Briefing Techniques.			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Public Affairs Officers' Course (prescribed course or equivalent course).						

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
d. DA Publications Management (prescribed course or equivalent course).						
e. DA Newspapers Workshop (prescribed course or equivalent course).						
f. Leadership Training Course (prescribed course).						
g. ADP Orientation.						

LEGEND: SA—Supervised activity; RR—Required reading; OV—Orientation visit

TRAINING PROGRAM OUTLINE FOR PUBLIC AFFAIRS FUNCTIONAL AREA *(PUBLIC AFFAIRS SPECIALIST)*—PHASE III

For use of the form, see AR 690 950 22; the proponent agency is DCSPER.

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total training hours in phase III range from 1043 to 2087.						
1. On-the-job training.		100				
a. Public affairs (PA) policy and plans.	SA, RR	25	a. At the end of this PA policy and plans training, the intern will be able to—			
(1) Orientation. Orientation and familiarization with the concepts, format, and content of Army PA policy and plans development; requirements and procedures for staff coordination; timing and target audience considerations; and PA work force and budget considerations.			(1) Describe the Army PA policy and plans requirements and considerations. Identify work force and budget resources. Execute PA policies and plans to accomplish Army PA objectives.			
(2) Tasks and assignments. Practical tasks and assignments to provide the intern with experience in developing a PA plan to support and promote a new DA, MACOM, and installation or activity program.			(2) Prepare and execute a PA plan to support a new program or initiative.			
b. Advertising and recruiting. (See note).			b. At the end of this advertising and recruiting orientation, the intern will be able to—			
(1) Orientation. Introduction to the Army advertising and recruiting mission and the policies, regulations, and procedures governing the use of Army resources to support recruiting. Familiarization with demographics in developing effective advertising and marketing plans and recruiting strategies. Orientation to budget and contracting			(1) Describe the pertinent policies and regulations governing the Army advertising and recruitment mission, the use of demographics in developing advertising and marketing plans and recruiting strategies, and the mechanics of the budget and contracting processes.			

TRAINING DESCRIPTION a	TYPE OF TRAINING b	PERCENTAGE OF TRAINING TIME c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
procedures as they apply to purchasing advertising and media space.						
(2) Tasks and assignments. Practical assignments to increase the intern's knowledge and ability to perform typical duties and functions associated with the Army advertising and recruiting mission. Examples of assignments are: analyzing the demographics of a specific recruiting area by medium, assisting in the development of an annual advertising budget or planning a multimedia advertising campaign.			(2) Perform basic duties and functions of an Advertising and Recruiting Public Affairs Specialist. Be familiar with pertinent regulations, references, and operating procedures.			
(3) Special projects. Intern will be assigned special advertising and recruiting projects or assignments and will be accountable for their accomplishment. Some examples of special projects include the following:			(3) Plan and execute independently a specific project or assignment that demonstrates working knowledge of applicable advertising and recruiting policies, regulations, and and operating procedures.			
(a) Analyzing the demographics of a specific recruiting area by medium.						
(b) Developing a district level marketing plan.						
(c) Developing a detailed Standard Metropolitan Statistical Area (SMSA) Marketing Directive.						
(d) Planning a multimedia advertising campaign.						
c. Industrial relations (see note).			c. At the end of this industrial relations orientation, the intern will be able to—			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
(1) Orientation. Introduction and orientation to the objectives and specific requirements of Army and DOD industrial relations activities. Review of pertinent Army and DOD procurement regulations and procedures for responding to contractor requests for information and assistance.			(1) Understand the PA aspects of Army and DOD participation in industrial relations activities. Cite pertinent regulations, such as Defense Acquisition Regulations (DAR), Army Materiel Plan (AMP), Advance Planning Procurement Information (APPI). Cite procedures governing the release of Army marketing and industrial information to contractors and suppliers.			
(2) Tasks and assignments. Practical assignments to familiarize the intern with regulations and procedures applicable to assisting contractors and suppliers to obtain information needed to conduct business with the Army. Intern will take part in researching facts and information in determining appropriate method for disseminating the information to business, commercial, and industrial sources.			(2) Help research and prepare facts and information for dissemination to business, commercial, and industrial sources.			
(3) Special projects. Intern will be assigned special projects or assignments and will be accountable for their accomplishment. Some examples of special projects include the following: (a) Preparing a marketing information kit on a specific product or weapons systems. (b) Assisting in development of promotional materials to solicit commercial bids for an Army contract.			(3) Plan and execute independently a specific project or assignment that demonstrates working knowledge of applicable industrial relations policies, regulations, and operating procedures.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
(c) Developing an educational or informational program tailored to a specific industry.						
d. Advanced specialty training—PI function. Assignment of specific tasks, projects, or an area of responsibility to give the intern additional seasoning and experience in PI operations. In this phase of training, the intern will assume the role of an action officer with minimal guidance and direct supervision. This assignment will require the intern to plan, organize, and carry out PI programs; establish and maintain effective relations with media representatives; and show proficiency in researching, writing, and preparing materials for the media.	SA, RR	25	d. At the end of this advanced specialty PI training, the intern will be able to plan, organize, and carry out specific aspects of a PI program with minimal direct guidance and supervision.			
e. Advanced specialty training—CI function. Assignment of specific tasks, projects, or an area of responsibility to provide the intern with additional seasoning and experience in CI operations. In this phase of training, the intern will assume the role of an action officer and will be permitted to function with minimal guidance or direct supervision. This assignment will require the intern to demonstrate ability to plan, organize, coordinate, and carry out information programs directed towards the needs of a specific internal audience.	SA, RR	25	e. At the end of this advanced specialty CI training, the intern will be able to plan, organize, coordinate, and carry out specific aspects of a CI program demonstrating knowledge and understanding of Army CI objectives. Perform the full range and scope of duties characteristic of the CI function.			
f. Advanced specialty training—CR function. Assignment of specific tasks, projects, or an area of responsibility to provide the intern with additional seasoning and experience in CR operations. In this phase of training, the intern will assume the role of an action officer and will be	SA, RR	25	f. At the end of this advanced specialty CR training, the intern will be able to—plan, organize and conduct CR programs and establish and maintain a good working relationship with community leaders.			

TRAINING DESCRIPTION a	TYPE OF TRAINING b	PERCENTAGE OF TRAINING TIME c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
permitted to function with minimal guidance and direct supervision. This assignment will require the intern to demonstrate ability to plan, organize, coordinate, and carry out CR programs and establish and maintain effective relationships with community leaders.						
2. Formal training.			2. After completing these training courses, the intern will be able to—			
At the end of phase III, the intern should have completed the following courses:						
a. Management Skills Development and Communications Techniques (prescribed course or equivalent course).			a. Master the learning objectives in the course description.			
b. Equal Employment Opportunity Training.			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Intermediate Photojournalism Course (required course for MACOM training).						
d. Electronic Journalism Course (required course for MACOM training).						
e. Broadcast Management Course (required course for MACOM training).						
f. National Newspaper Photographers Flying Short Course.						

Note: MACOM training is not required unless the intern is being specifically trained for a position with these responsibilities.

LEGEND: SA—Supervised activity; RR—Required reading

TRAINING PROGRAM OUTLINE FOR AUDIOVISUAL FUNCTIONAL AREA *(TELEVISION PRODUCTION SPECIALISTS)*—PHASE I

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION a	TYPE OF TRAINING b	HOURS c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
Total training hours in phase I are 1043.		1043				
1. General orientation	B, D, RR		1. At the end of this general orientation, the intern will be able to—			
a. Employment orientation. Civil Service appointment status, employee benefits, codes of conduct, security requirements, and the Army career management programs.		40	a. Describe the organization of the Federal Government, DOD, DA, and the intern's MACOM and activity.			
b. Command and agency orientation. Organization of the Federal Government, DOD, DA, MACOM, and the training activity to which the intern will be be assigned.			b. Understand the provisions, benefits, and responsibilities of Federal employment and the provisions of the Army career management programs.			
2. Television production	D, DEM	1003	2. At the end of this television production training, the intern will be able to—			
a. Introduction to TV camera operations and components. Orientation and demonstration of the operation and movements of studio and portable cameras and associated equipment. Familiarization with the technical characteristics and setup procedures. Practical experience as assistant camera operator.			a. Demonstrate knowledge of TV camera operations and movements and identify various camera types and components.			
b. Introduction to TV audio recording and reproduction equipment and techniques. Orientation and familiarization with all aspects of television audio recording, equipment, and techniques.			b. Describe the various types and functions of audio equipment and associate their use in planning a TV production.			
c. Lighting techniques. Practical experience in determining light level and kinds of fixtures to be used for various productions. Introduction to dramatic effects of lighting.			c. Know the properties and characteristics of lighting and the use of lights to create special effects.			

TRAINING DESCRIPTION a	TYPE OF TRAINING b	HOURS c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
d. Television graphics. General orientation in the preparation, design, ratios, color selection, and types of graphics used in TV programs.			d. Understand the techniques, designs, and ratios used in developing graphic charts, slides, transparencies, and title cards for television. Consult with illustrators regarding simple requirements.			
e. Set design. Introduction to studio props and furniture, the basic design, construction, and positioning for visual effects and programming requirements. Instruction on take down and storage procedures.			e. Explain typical studio props and furniture design and construction. Describe and direct layouts for routine programming requirements. Define proper take down and storage procedures.			
f. Television makeup. Introduction to makeup and its creative use. Practical assignments to teach proper application and removal techniques.			f. Know the types and uses of TV makeup. Apply and remove makeup professionally when preparing talent and guests for TV appearances.			
3. Formal training. At the end of phase I, the intern should have completed the following courses:			3. After completing these training courses, the intern will be able to—			
a. Television Fundamentals (prescribed course or equivalent course).			a. Master the learning objectives in the course descriptions.			
b. Television Transmission.			b. Apply the acquired knowlege, skills, and abilities to work assignments.			
c. Television Production (prescribed course or equivalent course).						

LEGEND: B—Briefing; D—Discussion; RR—Required reading; DEM—Demonstration

TRAINING PROGRAM OUTLINE FOR AUDIOVISUAL FUNCTIONAL AREA *(TELEVISION PRODUCTION SPECIALIST)*—PHASE II

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION a	TYPE OF TRAINING b	PERCENTAGE OF TRAINING TIME c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
Total hours in phase II range from 1043 to 4174.						
1. On-the-job Training. The training activity will provide the intern who enters training at phase II the 40-hour orientation outlined under phase I. (See DA Form 5499-3-R).		100	1. At the end of this training, the intern will be able to—			
a. Television preproduction and postproduction. Review the various elements and procedures involved in planning for preproduction and postproduction of a TV program.	D, DEM	10	a. Describe and relate the various procedures and functions involved in preproduction and postproduction of a TV program.			
b. Creativity and production techniques. Review the various production techniques and how to apply them to different situations and requirements, i.e., sound effects, camera angles, lenses, special effects, lighting, and animation techniques.	D, RR	15	b. Describe and demonstrate various techniques that can be used to improve typical TV requirements.			
c. Operation of TV cameras and components. Orientation and assignment of actual work projects that provide fundamental experience in the techniques and use of studio and portable cameras, lenses (objective and variable focus type), camera movement, angles, composition, framing, and camera movement and direction.	D, DEM	20	c. Demonstrate a successful working knowledge and performance in the operation of various TV cameras and components in a variety of studio and remote situations.			
d. Television audio recording. Orientation in all aspects of TV audio recording, editing, reproduction, and associated microphones application.	D, DEM	15	d. Demonstrate and relate the required techniques involved in all phases of audio recording.			
(1) Microphone selection placement. Study the different types and characteristics of microphones and their application and placement.			(1) Explain the different characteristics of microphones; and demonstrate their use and placement for maximum efficiency.			

TRAINING DESCRIPTION a	TYPE OF TRAINING b	PERCENTAGE OF TRAINING TIME c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
(2) Recording and editing. Orientation in the basic operating functions of audio console recorders and turntables including methods to establish record and playback levels.			(2) Demonstrate and define the operating characteristics of audio consoles, records, and turntables.			
e. Television graphics. General orientation in preparing design, ratios, color selection and types of graphics used in TV programs.	D, DEM	5	e. Work with a graphics illustrator to prepare a variety of graphics charts, slides, transparencies, and title cards.			
f. Reproduction and distribution. Orientation and familiarization with the policies and procedures used in the control, accountability, loan and issue of TV programs. Exercises in the actual process of reproducing, quality control, labeling, and shipping of TV programs.	D, DEM	5	f. Describe all the procedures and policies required in the reproduction of TV programs. Participate in all aspects of the procedures necessary to reproduce TV programs.			
g. Lighting fixtures and placement. Orientation and actual performance in determining light levels, color temperatures, and kinds of light fixtures to include lighting techniques for remote, studio, and dramatic effects.	D, DEM	5	g. Define and demonstrate the purpose and application of various light fixtures in studio and remote applications.			
h. Operation of video switchers. Overview of the operation capabilities of video switchers with emphasis on the various special effects such as wipes, inserts, and chroma key. Mat keying will be demonstrated and used during actual program development.	D, DEM	5	h. Describe all the essential capabilities and features of a video switcher.			
i. Facility management and procedures. Orientation in management policies, reports, practices, and procedures used in television facility operation for production, reproduction, and distribution services.	D, DEM	20	i. Show a full understanding of the policies, procedures, reports, and practices used in managing a TV facility.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
2. Formal training. At the end of phase II, the intern should have completed the training courses listed for this phase. Phase I formal training should be added to the following list of courses for the intern who entered training at phase II.			2. After completing these courses, the intern will be able to—			
a. Effective Army Writing (prescribed course or equivalent course).			a. Master the learning objectives in the course descriptions.			
b. Interpersonal Communications.			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Military Application of Television (prescribed course or equivalent course).						
d. Audiovisual Operations (prescribed course or equivalent course).						
e. Fundamentals of Script Writing.						
f. Leadership Training Course (prescribed course).						

LEGEND: D—Discussion; DEM—Demonstration; RR—Required reading

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TRAINING PROGRAM OUTLINE FOR AUDIOVISUAL FUNCTIONAL AREA *(TELEVISION PRODUCTION SPECIALISTS)*—PHASE III

For use of this form, see AR 690-950-22. the proponent agency is DCSPER.

TRAINING DESCRIPTION a	TYPE OF TRAINING b	PERCENTAGE OF TRAINING TIME c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
Total hours in phase III range from 1043 to 2087						
1. On-the-job training		100	1. At the end of this on-the-job training, the intern will be able to—			
a. Advanced TV production assignments. Function as assistant director, floor manager, media support coordinator, and director of a series in noncomplex television programs.	D, DEM SA	30	a. Apply skills learned in phases I and II with emphasis on production and technical direction. Plan complete programs from inception to final production.			
b. Electronic television graphics. Orientation in the latest technology in electronic development applications and capabilities of producing television programs.	D, DEM SA	10	b. Design, operate, and program requirements for electronic graphics into TV programs. Demonstrate all the features, capabilities, and applications of electronic graphics in a variety of TV programs.			
c. Electronic news gathering (ENG) and mobile operations. Instructions in planning, programming, and recording programs in a field environment using the compact ENG backpack camera and recording system and complete mobile van recording production systems.	D, DEM SA	10	c. Apply the techniques used in the production of programs in a field situation using mobile vans ENG systems. Demonstrate the procedure involved in camera a placement, audio recording, and coordination of logistical and support personnel requirements.			
d. Motion picture production techniques. Review requirements, techniques and capabilities used to produce motion picture sequences for inclusion in TV programs. Instructions on types of film, cameras, and lenses.	D, DEM SA, RR WS	10	d. Describe and apply fundamental procedures, techniques, and planning factors used in production motion picture programs.			
e. Advanced audio production techniques. Instructions in audio recording and playback mixing techniques to include editing, turntable operation, and special effects methods.	D, DEM SA, RR WS	20	e. Know how to operate various cameras, and audio visual equipment and perform simple editing.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
(1) Microphone characteristics and uses. Instructions in the planning, operation, and postproduction uses of microphones in studio and field environments.			(1) Define the operation of the entire audio system in a TV facility.			
(2) Recording/editing function. Instructions in recording and editing of audio portions of TV programs.			(2) Demonstrate the methods for selecting the right microphone to accomplish a variety of audio applications. Describe the various planning factors and techniques used in studio and remote audio recording operations to include postproduction editing.			
f. Television reports and policy. Review in detail policy guidance and required reports used by audiovisual production facilities within DA.	D, DEM RR, SA	10	f. Describe and complete all pertinent audiovisual reports and forms. Know significant policy references that regulate audiovisual operations.			
g. Videotape Recording and editing. Overview of the methods used in videotape recording and editing functions using videotape formats, emphasizing method of A & B roll, audiovideo only inserts, and other special-effect techniques.	D, DEM, SA	10	g. Identify and perform all required preproduction planning steps necessary to complete postproduction editing of TV programs. Know terminology and functions involved in videotape editing of TV programs.			
2. Formal training. At the end of phase III, the intern should have completed the following training:			2. After completing these courses, the intern will be able to—			
a. Equal Employment Opportunity Training.			a. Master the learning objectives in the course descriptions.			
b. Broadcast managers course (Prescribed course or equivalent course).			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Electronic journalism course (Prescribed course or equivalent course).						

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
d. Fundamental management techniques.						
e. Instructional technology and management.						

LEGEND: D—Discussion; DEM—Demonstration, SA—Supervised activity; RR—Required reading; WS—Workshop

TRAINING PROGRAM OUTLINE FOR WRITING AND EDITING FUNCTIONAL AREA *(WRITER/EDITOR)*—PHASE I

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	HOURS *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total hours in phase I are 1043.		1043				
1. General orientation	B, D, RR	40	1. At the end of this general orientation, the intern will be able to—			
a. Employment orientation. Civil service appointment and status, conditions of employment, employee benefits, code of conduct, security requirements, and the Army career management programs.			a. Describe the organization of the Federal Government, DOD, DA, and the intern's MACOM and activity.			
b. Command and agency orientation. Organization of the Federal Government, DOD, DA, MACOM, and the training activity to which the intern will be assigned.			b. Understand the provisions, benefits, and responsibilities of Federal employment and the function and provisions of the Army career management programs.			
2. Specialized subject-matter orientation	D, DEM, RR, SA, WS	1003	2. At the end of this training, the intern will be able to—			
a. Specialized subject-matter training. The training activity will train the intern in research and interviewing techniques; analyzing information; organizing materials for writing; developing topic outlines, preparing draft manuscripts; coordination and staffing procedures; editorial symbols; and style and formats for presenting information.			a. Describe the basic principles, concepts, terminology, operations, and procedures pertinent to the assigned field of specialization.			
b. Practical assignments. The training activity will develop task-oriented assignments that provide fundamental skills training to include writing and editing of news releases, feature stories, photograph captions, and photograph features. The assignments will provide exposure and practical experience in the principles, processes, and techniques			b. Apply principles, work processes, and techniques related to the area of specialization.			

TRAINING DESCRIPTION a	TYPE OF TRAINING b	HOURS c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
characteristic of the area of specialization. Emphasis will be on developing editorial skills, writing style, and acquiring subject-matter experience leading to journeyman level proficiency.						
3. Formal training. At the end of phase I, the intern should have completed the following courses:			3. After completing these formal training courses, the intern will be able to—			
a. Selected courses from the following subject areas:			a. Master the learning objective in the course description.			
(1) Communication techniques (written and oral) (prescribed course or equivalent course).						
(2) Management techniques.						
(3) Applied journalism and newspaper production (prescribed course or equivalent course).						
(4) Study and research (prescribed course or equivalent course).						
(5) Reading improvement, grammar, and vocabulary programs.						
(6) Military subcourses (AG, ISO, FI, 550 etc.).						
b. Basic journalism.			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Technical Writing I.						
d. Fundamentals of manuscript editing (prescribed course or equivalent course).						

LEGEND: B—Briefing; D—Discussion; RR—Required reading; DEM—Demonstration; WS--Workshop

TRAINING PROGRAM OUTLINE FOR WRITING AND EDITING FUNCTIONAL AREA *(WRITER/EDITOR)*—PHASE II

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total hours in phase II range from 1043 to 4174.						
1. On-the-job training. The training activity will provide the intern who enters training at phase II the 40 hour orientation outlined under phase I (See DA Form 5499-6-R).		100	1. At the end of this OJT training, the intern will be able to—			
a. Army publications. Introduction to the "family" of publications in which interns will be trained, e.g., administrative, technical, or training publications.	D, DEM SA	7	a. Identify the type of publications the agency produces and processes. Know the content, format, criteria, audience and relationship to other interagency or intra-agency publications.			
b. Training analysis. Training analysis in the Army schools system.	D, DEM	10	b. Understand the basic principles of systems engineering. Emphasis will be placed on training analysis and how this analysis relates to the development of training systems, particularly the task analysis for soldiers training publications.			
(1) Analysis track module. Training analysis methods.			(1) Understand the basic concepts of training analysis.			
(2) Course analysis. Practical experience in analyzing each soldier's tasks.			(2) Describe how training analysis works and its restrictions and limitations.			
(3) Introduction to computerized composition and word processing systems. Knowledge of the capabilities and limitations of computerized composition and word processing technology.			(3) Know computerized composition and word processing equipment operating procedures.			
c. Design. Introduction to training design.		10	c. Know how training design works.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
(1) Design track module. Introduction to the principles of instructional design.			(1) Understand the basic concepts of design.			
(2) Course design. Design of individual tasks (soldier's manual task summaries).			(2) Know how training analysis works in analyzing individual tasks for proponent soldier's manuals.			
d. Army correspondence course program (ACCP). Introduction to the Service School Correspondence Course Program and familiarization with production requirements.		15	d. Know the aims and functions of the TEC lesson program, and assist in the development and production of a TEC lesson.			
e. Editorial. Familiarization with editorial duties and responsibilities.	RR, D, SA, DEM	50	e. Perform effectively in an editorial capacity on a training literature team.			
(1) DA/MACOM printing regulations. Overview of pertinent DA/MACOM printing regulations.			(1) Research and understand pertinent policies, regulations, and procedures governing the preparation, publication, and distribution of DA/MACOM training literature publications.			
(2) Editing. Editing Army training and doctrinal literature publications for accuracy, consistency, and style.			(2) Prepare manuscripts of verying content and quality, designed for different types of Army training literature.			
(3) Manuscript preparation (markup). Preparation of Army training and doctrinal literature for reproduction.			(3) Use appropriate manuscript markup symbols to communicate editing intentions clearly to copy preparation personnel.			
(4) Proofing. Proofing techniques concerning spelling, punctuation, capitalization, number, notation, abbreviation style, word division, typeset, and making corrections.			(4) Describe proofing and copyholding techniques.			
(5) Indexing. Preparation of index and glossary for publication.			(5) Prepare an index using either manual or automated methods.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
(6) Libel and copyright laws. Overview of current laws and regulations covering libel and copyrights.			(6) Know the definition and application of libel and copyright.			
f. Skill qualification test. Introduction to skill qualification test.	D, DEM SA	8	f. Develop and construct the skill qualification test and understand its relationship to the enlisted personnel management system.			
2. Formal training. At the end of phase II, the intern should have completed the courses listed for this phase. (Phase I formal training should be added to the following list of courses for the intern who entered training at phase II.)			2. After completing these formal training courses, the intern will be able to—			
a. Safeguarding Defense Information.			a. Master the learning objectives in the course descriptions.			
b. ADP Orientation.			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Technical Writing I. (prescribed or equivalent course).						
d. Digital Computer Fundamentals.						
e. Statistics for Paraprofessionals.						
f. Leadership Training Course (prescribed course).						

LEGEND: D—Discussion; DEM—Demonstration; SA—Supervised activity; RR—Required reading

TRAINING PROGRAM OUTLINE FOR WRITING AND EDITING FUNCTIONAL AREA *(WRITER/EDITOR)*—PHASE III

For use of the form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total hours in phase III range from 1043 to 2087.						
1. On-the-job training.		100	1. At the end of this OJT the intern will—			
a. Magazine production. Preparation of magazine production, editing, layout, and blue-lining.	D, DEM, SA	30	a. Possess the basic skills necessary to function as an editor for a service school magazine.			
b. Newspaper production. Preparation of newspaper production, editing, layout, and blue-lining.	D, DEM, SA	12	b. Assist in the preparation of a weekly newspaper.			
c. Broadcast writing. Introduction to the functions of TV technical and production operations. Familiarization with production requirements necessary to produce Army training materials and television programming.	D, DEM, SA	12	c. Assist in the production of educational television, Army training material, and proponent training materials.			
d. Camera-ready mechanicals. Familiarization with preparing camera-ready mechanicals for publications.	D, DEM, SA	38	d. Prepare camera-ready mechanicals for printing.			
e. Training extension course (TEC). Familiarization with the TEC program.	D, DEM, SA	8	e. Know the aims and functions of the TEC Lesson program and assist in the development and production of a TEC Lesson.			
2. Formal training. At the end of phase III, the intern should have completed the following courses:		8	2. After completing these formal training courses, the intern will be able to—			
a. Management Skills Development Communication Techniques.			a. Master the learning objectives in the course descriptions.			
b. Equal employment opportunity Training.			b. Apply the acquired knowlege, skills, and abilities to work assignments.			

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TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
c. **Effective Briefing Techniques.**						
d. **Conference Leadership.**						
e. **Fundamental Management Techniques.**						
f. **Managing other People's Writing (prescribed course or equivalent course).**						

LEGEND: D—Discussion; DEM—Demonstration; SA—Supervised activity

TRAINING PROGRAM OUTLINE FOR WRITING AND EDITING FUNCTIONAL AREA *(TECHNICAL WRITER/EDITOR)*—PHASE I

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION a	TYPE OF TRAINING b	HOURS c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
Total training hours in phase I are 1043.		**1043**				
1. General orientation	**B, D, RR**	**40**	**1. At the end of this general orientation, the intern will be able to—**			
a. Employment orientation. Civil service appointment and status, conditions of employment, employee benefits, code of conduct, security requirements, and the Army career management programs.			**a. Describe the organization of the Federal Government, DOD, DA, and the intern's MACOM and activity.**			
b. Command and agency orientation. Organization of the Federal Government, DOD, DA, MACOM, and the training activity to which the intern will be assigned.			**b. Understand the provisions, benefits, and responsibilities of Federal employment and the provisions of the Army career management programs.**			
2. Specialized subject-matter orientation	**D, DEM RR, SA WS**	**1003**	**2. At the end of this specialized training, the intern will be able to—**			
a. Spercialized subject-matter training. The training activity will identify applicable subject-matter that will provide the intern with basic knowledge in his or her area of specialization. The training will provide an introduction to principles, concepts, terminology, operations, processes and equipment that will lay the foundation for development of a substantial knowledge of the subject-matter area.			**a. Describe the basic principles, concepts, terminology, operations, and procedures pertinent to the assigned field of specialization.**			
b. Practical assignments. The training activity will develop task-oriented assignments that provide fundamental skills training. The assignments will provide exposure and practical experience in the principles, processes, and techniques characteristics of the technical area			**b. Apply principles, work processes, and techniques related to the technical area of specialization.**			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	HOURS *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
of specialization. Emphasis will be on developing editorial skills and acquiring subject-matter expertise leading to journeyman level proficiency.						
3. Formal training. At the end of phase I, the intern should have completed the following training courses:			3. After completing these formal training courses, the intern will be able to—			
a. Communications Techniques (prescribed course or equivalent course).			a. Master the learning objectives in the course descriptions.			
b. Effective Army Writing (prescribed course or equivalent course).			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Accelerated Reading.						
d. Interpersonal Communications (prescribed course or equivalent course).						
e. Technical Writing (prescribed course or equivalent course).						
f. Proofreading.						
g. Spelling, abbreviation, capitalization, and punctuation.						
h. Basic research and interviewing techniques.						
i. Statistics for Paraprofessionals I.						
j. Department of the Army publications management (prescribed course or equivalent course).						

LEGEND: B—Briefing; D—Discussion; RR—Required reading; SA—Supervised activity; WS—Workshop

TRAINING PROGRAM OUTLINE FOR WRITING AND EDITING FUNCTIONAL AREA *(TECHNICAL WRITER/EDITOR)*—PHASE II

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total hours in phase II range from 1043 to 4174.						
1. On-the-job training. The training activity will provide the intern who entered training at phase II the 40-hour orientation outlined under phase I. (See DA Form 5499-9-R.)		100	1. A the end of this OJT, the intern will—			
a. Specialized subject-matter training. The training activity will provide the intern basic subject-matter knowledge in his or her specialty focusing on principles, concepts, terminology, operations, processes, and equipment that will be the basis for developing knowledge of the subject-matter.	D, DEM, SA, WS	30	a. Understand the basic principles, concepts, terminology, operations, and procedures pertinent to the field of specialization.			
b. Blueprint reading and sketching. Introduction to reading blueprints and working drawings.	DEM, SA	10	b. Read and comprehend blueprints and working drawings. Know common symbols and terminology.			
c. Introduction to computerized composition and word processing system. Knowledge of the capabilities and limitations of computerized composition and word processing technology.	D, DEM	10	c. Know computerized composition and word processing equipment operating procedures.			
d. Readability formulas. Introduction to readability formulas and their application in determining the reading grade level of manuscripts. Identification of techniques for rewriting materials to adjust the reading grade level.	D, RR, SA	10	d. Apply the formula to determine the reading grade level of manuscripts. Verify the readability of a manuscript for an intended audience and the extent of rewrite necessary to achieve effective written communication.			
e. Manuscript editing. Study and practical application of guidelines, methods, and procedures for organizing and editing manuscripts and technical reports.	RR, SA	10	e. Know general editing techniques and cite guidance contained in applicable Army and GPO style guides.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
f. Practical assignments. The training activity will develop task-oriented assignments that provide fundamental skills training. The assignments will provide exposure and practical experience in the principles, processes, and techniques characteristic of the technical area of specialization.	D, DEM	30	f. Apply principles, work processes, and techniques related to the technical area of specialization.			
2. Formal training. At the end of phase II, the intern should have completed the training courses listed below. Phase I formal training should be added to the following list of courses for the intern who entered training at phase II:			2. After completing these formal training courses, the intern will be able to—			
a. Preparation of military correspondence.			a. Master the learning objectives in the course descriptions.			
b. Statistics for paraprofessionals II.			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Technical data package development and preparation (prescribed course or equivalent course).						
d. Logistics support analysis process.						
e. Leadership Training Course (prescribed course).						
f. ADP Orientation.						

LEGEND: D—Discussion; DEM—Demonstration; SA—Supervised activity; WS Workshop

TRAINING PROGRAM OUTLINE FOR WRITING AND EDITING FUNCTIONAL AREA *(TECHNICAL WRITER/EDITOR)*—PHASE III

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total hours in phase III range from 1043 to 2087.						
1. On-the-job training.		100	1. At the end of this OJT, the intern will—			
a. Specialized subject-matter training. The training activity will provide the intern with increased subject-matter knowledge in his or her specialty. The training will further the intern's knowledge of principles, concepts, terminology, operations, processes, and equipments for development of journeyman level skills and expertise in the technical writing and editing field.	D, DEM RR, WS SA	40	a. Comprehend and relate concepts, operations, and procedures learned to accomplish specific tasks and assignments.			
b. Orientation in graphics communications. Orientation in the use of graphics symbols and designs to improve understanding of written materials.	D, DEM	15	b. Know the appropriate use of graphics to improve understanding of written materials.			
c. Practical assignments. The training activity will develop task-oriented assignments that provide advanced skills training. Assignments will provide the intern exposure and practical experience in the principles, processes, and techniques characteristic of the specialty. Emphasis will be on developing editorial skills and acquiring subject-matter expertise leading to journeyman level proficiency.	D, DEM	45	c. Understand the principles, work processes, and techniques related to the technical specialty. Perform assigned tasks and meet prescribed learning objectives to perform duties at the GS-9 journeyman level.			

TRAINING DESCRIPTION a	TYPE OF TRAINING b	PERCENTAGE OF TRAINING TIME c	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED d	DATES e	LOCATION f	SUPERVISOR g
2. Formal training. At the end of phase III, the intern should have completed the following training courses: a. Management Skills Development Communication Techniques. b. Equal Employment Opportunity Training. c. Effective Briefing Techniques. d. Conference Leadership. f. Fundamental Management Techniques. g. Army Provisioning. h. Integrated Logistic Support and Material Acquisition Course (prescribed course or equivalent course). h. Managing other people's writing. i. ADP orientation (prescribed course or equivalent course).			2. After completing these training courses, the intern will be able to— a. Master the learning objectives in the course descriptions. b. Apply the acquired knowledge, skills, and abilities to work assignments.			

LEGEND: D—Discussion; DEM—Demonstration; RR—Required reading; SA—Supervised activity

TRAINING PROGRAM OUTLINE FOR GRAPHIC COMMUNICATIONS FUNCTIONAL AREA *(VISUAL INFORMATION SPECIALIST)*—PHASE I

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	HOUR *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total number of hours in phase I is 1043.		1043				
1. General orientation	B, D, RR	40	1. At the end of this general orientation the intern will be able to—			
a. Employment orientation. Civil service appointment and status, condition of employment, employee benefits, code of conduct, security requirements, and the Army career management programs.			a. Describe the organization of the Federal Government, DOD, DA, and the intern's MACOM and activity.			
b. Command and agency orientation. Organization of the Federal Government, DOD, DA, MACOM, and the training activity to which the intern will be assigned.			b. Understand the provisions, benefits, and responsibilities of Federal employment and the provisions of the Army career management programs.			
2. Specialized subject-matter orientation	D, DEM SA, RR	1003	2. At the end of this specialized training, the intern will be able to—			
a. Creativity training and instruction. Assignment of simple design projects that provide training and experience in creating and producing artwork and illustrations for specific media or purpose.			a. Visualize, design, and produce artwork and illustrations for a specific media or purpose. Know fundamental layouts and design techniques.			
(1) Graphic art design. Orientation in the visualization, design, layout, and production of artwork for transparencies, 35mm slides, charts, pamphlets, and brochures.			(1) Visualize, plan, layout, and design artwork for a variety of media.			
(2) Graphic art reproduction processing and technique. Introduction to the standard graphic reproduction techniques, i.e., diazo, silk screening, lithography, photo offset, cold-type (mechanical and photographic).			(2) Describe the standard graphic reproduction techniques. Know how to use diazo, silk screening, lithograph, and mechanical and photographic techniques to produce artwork for slides, transparencies, and other material.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	HOUR *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
(3) Lettering and typography. Assignment of projects requiring use of the common lettering styles such as text, gothic, roman, and the families of typefaces. Instructions on lettering techniques and guidance in the selection of appropriate typefaces.			(3) Identify lettering styles and families of typefaces and perform basic lettering strokes.			
b. Illustrating techniques. Assignment of simple projects involving artistic skills and the ability to produce technically accurate and realistic drawings of equipment, machinery, human figures, and landscapes.			b. Complete simple, technically accurate drawings that demonstrate knowledge of perspective, use of color, tonal values, depth, and dimension.			
c. Training devices, exhibits and displays. Orientation to the tools, techniques, and processes used in planning, developing, and fabricating three-dimensional devices, exhibits, and displays.			c. Know the processes and techniques used in planning, developing, and fabricating three-dimensional devices, exhibits, and displays.			
d. Photograph processing and printing techniques. Assignment of projects covering fundamentals of film processing and printing techniques, cropping, scaling, and print selections.			d. Describe film processing, developing, and printing techniques. Apply creative judgment in selecting, cropping, and scaling photographs and 35mm slides.			
e. TV graphics. Assignments to familiarize the intern with the optical characteristics of TV, and to provide experience in planning and designing lettering and artwork for TV.			e. Understand the problems and special requirements of designing graphics for TV. Plan and design simple TV graphics.			
f. Training devices, exhibits, and displays. Introduction to the tools, techniques, and process used in planning, developing, and fabricating three-dimensional devices, exhibits, and displays made of wood, metal, plastic, fabrics, and electronic, electrical, and optical components.			f. Describe the processes, tools, and techniques in developing exhibits, devices, and displays. Assist in planning, work scheduling, and estimating material costs and requirements.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	HOUR *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
The intern will participate in planning, work scheduling, estimating and ordering materials, and work as a helper to the journeyman.						
g. MACOM selected subject-matter training. Study of regulatory and selected technical subject matter and topics germane to the career field or to the organization's mission.			g. Understand the mission and tasking documents, selected command-oriented subjects and topics specifically related to the organization's mission.			
3. Formal training. At the end of phase I, the intern should have completed the following courses:			3. After completing these courses, the intern will be able to—			
a. Basic Photography.			a. Master the learning objectives in the course descriptions.			
b. Graphics Design and Layout Techniques (prescribed course or equivalent course).			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Form and Composition (prescribed course or equivalent course).						

LEGEND: B—Briefing; D—Discussion; RR—Required reading; SA—Supervised activity

TRAINING PROGRAM OUTLINE FOR GRAPHIC COMMUNICATIONS FUNCTIONAL AREA *(VISUAL INFORMATION SPECIALIST)*—PHASE II

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total hours in phase II range from 1043 to 4174.						
1. On-the-job training. The training activity will provide the intern who enters training at phase II the 40-hour orientation outlined in phase I. (See DA Form 5499-12-R).		100	1. At the end of this OJT, the intern will be able to—			
a. Creativity training and instruction. Assignments of more complex production projects that provide training and experience in creating, designing, and producing artwork and illustrations for a variety of media or purposes.	D, DEM, SA	10	a. Perform initial research and plan, design, and produce preliminary sketches and drawings for the production of artwork and illustrations for a variety of media or purposes.			
b. Graphic art design. Assignment of projects requiring the intern to research, design, and produce artwork for transparencies, 35mm slides, charts, pamphlets, and brochures.	D, DEM, SA	10	b. Research, plan, and design artwork for a variety of media and purposes. Know standard design and reproduction techniques, and handle projects of increased scope and complexity.			
c. Graphic art reproduction process and techniques. Specific work assignments that provide practical experience with the various art reproduction processes and techniques. The intern will be given assignments to develop skills with the diazo, silk screening, lithography, photo offset, and cold-type processes.	D, DEM, SA	10	c. Select and apply the appropriate art reproduction processes and techniques in the production of artwork for a variety of media.			
d. Illustrating techniques. Work projects that require research skills and artistic ability to produce technically accurate and realistic drawings of equipment, machinery, human figures, and landscapes.	D, DEM, SA	10	d. Complete projects of increasing scope and complexity requiring research skills and artistic ability.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
e. Training devices, exhibits, and displays. Orientation to the tools, techniques, and processes used in planning, designing, and fabricating three-dimensional devices, exhibits, and displays made of wood, metal, plastic, fabric, and electronic, electrical, and optical components.	D, DEM, SA, WS	10	e. Know the processes and techniques in planning, designing, and fabricating three-dimensional devices, exhibits, and displays in a variety of media.			
f. Photograph processing and printing techniques. Orientation in laboratory procedures for processing and developing films. Practical assignments to develop skills in printing, cropping, and scaling techniques.	D, DEM, SA, WS	10	f. Describe laboratory procedures for processing and developing film. Apply critical judgment in the composition and selection of prints and 35mm slides.			
g. Audiovisual equipment. Orientation in the characteristics and uses of audiovisual components and the various combinations that may be used in support of briefings, conferences, exhibits, and displays.	D, DEM, SA	5	g. Define the characteristics, advantages, and limitations of the commonly used types of audiovisual components. Design and select artwork for the use of the components in briefings, conferences, exhibits, and displays.			
h. TV graphics. Assignments to familiarize the intern with the optical characteristics of TV. Provide experience in planning the design of story boards, animated characters, abstracts, and lettering. Study of the characteristics and differences of light colors on black and white and color reception.	D, DEM, SA	15	h. Understand the problems and specific requirements of designing graphics for TV. Plan and design graphics for TV.			
i. Facility management and administrative procedures. Orientation in administrative policies, procedures, supply, records management, budget, and a property accountability system for a graphic design facility.	D, DEM, SA, RR	5	i. Discuss the mission of graphics design facility.			

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j. MACOM selected subject-matter training. Study of regulatory and selected technical subject-matter topics related to the career field or to the organization's mission. Attendance required at conferences, workshops, and seminars.	D, DEM, SA, RR	15	j. Understand the mission and tasking documents, selected command-oriented subjects, and topics related to the organizations mission.			
2. Formal training. At the end of phase II, the intern should have completed the training courses listed below. (Phase I formal training should be added to the following list of courses for the intern who entered training at phase II).			2. After completing these formal training courses, the intern will be able to—			
a. Photography.			a. Master the learning objectives in the course descriptions.			
b. Communications Techniques (prescribed course or equivalent course).			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. Effective Army Writing.						
d. Interpersonal Communications (prescribed course or equivalent course).						
e. Conference Leadership.						
f. Leadership Training Course (prescribed course).						

LEGEND: D—Discussion; DEM—Demonstration; SA—Supervised activity; WS—Workshop; RR—Required reading

TRAINING PROGRAM OUTLINE FOR GRAPHIC COMMUNICATIONS FUNCTIONAL AREA *(VISUAL INFORMATION SPECIALIST)*—PHASE III

For use of this form, see AR 690-950-22; the proponent agency is DCSPER.

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
Total hours in phase III range from 1043 to 2087.						
1. On-the-job training		100	1. At the end of this training, the intern will be able to—			
a. Printing production. Instruction and hands-on training in the processes and techniques of printing production.	D, DEM, SA	25	a. Describe the common printing production processes and techniques and produce CRMs.			
(1) Copy camera procedures. Instructions covering the theory behind offset camera photography, the operation of cameras, use of filters for color separation, screening and flashing procedures, handling CRMs, and the use of auto-positive and other mechanical film.			(1) Know copy camera procedures to ensure accurate reproduction of CRMs when developing the design of a publication.			
(2) Stripping procedures. Training and hands-on experience in the methods of planning and laying out printing signatures, positioning negatives on goldenrods, and the use of register and crop marks. Familiarization with halftone, screening, color separation, emulsion scrapping and opaquing techniques, and stripping limitations to avoid moire patterns and "hot spots."			(2) Know stripping procedures and proficiency in producing practical reproducible designs. Provide accurate guidance to personnel engaged in producing CRMs from the designs.			
(3) Offset plate production. Orientation and familiarity with the various types and sizes of offset printing plates and their use and capabilities. Knowledge of the complete production process of producing a press-ready plate; how gray scales are used to			(3) Define offset plate production terms and procedures.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
determine proper exposure time; and how register pins and "butterflys" are used in achieving proper register when performing overburn and step-and-repeat procedures.						
(4) Press operations. Orientation and familiarity with offset lithography; how it differs from letter press and gravure; and an explanation of advantages and disadvantages of the process. Training will also include instruction on the characteristics and factors to consider in the selecting of papers, i.e., size, strength, opacity, and grain direction.			(4) Describe the process operations and factors to consider in the selection of paper, i.e., size, strength, opacity, and grain direction. Discuss trade terms.			
(5) Bindery operations. Orientation and familiarity with the operations and techniques used to bind a manuscript into a finished publication. Training will familiarize the intern with such operations and procedures as folding, perforating, and scoring the manuscript; binding techniques, i.e., saddle stitch, side stitch, adhesive-bound; and finishing touches, i.e., drilling, round cornering, collating, and trimming.			(5) Understand the intricacies of the common bindery procedures as they apply to the design of a publication.			
b. Camera-ready mechanicals (CRMs). Instruction and practical experience checking quality control and inspecting CRMs. CRMs and composition dummies are checked against pertinent regulations and specifications for compliance. The intern will be taught how to prepare instructions to type setters and illustrators of needed corrections.	D, DEM SA, WS	10	b. Inspect and perform final quality control review of CRM and composition dummies. Provide instructions to type-setters and illustrators to correct design errors.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
c. Visualization (printed media). Instruction designed to show how and why the planning of graphics for use in print media differs from that planned for all other media. Evaluation of charts, tables, graphs, and pictorial illustrations to determine their contribution to the comprehensibility of a publication.	D, DEM SA, WS	10	c. Evaluation graphics for print media in terms of the overall contribution of the graphics to the comprehensibility of the publication. Use the functional approach versus the cosmetic application.			
d. Typography. Introduction to typography, its history, the families of typefaces, and units of measure. Practical experience in determining type specifications, copyfitting, and the operation of photocomposing equipment.	D, DEM, SA, WS	10	d. Identify and select typefaces appropriate for the design and layout of various types of DA publications.			
e. Page layout. Training and instruction on the positioning of elements for printed materials. Practical experience in designing the page-by-page layout of a publication taking into consideration conformity, consistency, relationship of text to graphics, and continuity of the finished product.	D, DEM, SA, WS	10	e. Plan and design the layout of printed material and provide instructions (via rough sketch, pencil drawing, oral, or written) for the page-by-page layout of a publication.			
f. Publication design. Instructions on the basic elements to consider when planning the design of a publication, i.e., format styles, illustration, and graphics techniques, photo treatment, general typography, charter starts, colors, high-lighting important passages, designing memory-jogging capabilities, and techniques for rapid scanning and outlining of information.	D, DEM, SA, WS	10	f. Know the elements a Visual Information Specialist must consider when preparing the preliminary notes at the initial phase of designing a publication. Review and critique comprehensive dummies for conformance with applicable regulations and specifications.			
g. MACOM selected subject-matter training. Study of regulatory and selected technical subject-matter and topics related to the career field and the organization's mission.	D, DEM, B, SA	25	g. Understand the mission and tasking documents, selected command-oriented subjects, and topics related to organization's mission.			

TRAINING DESCRIPTION *a*	TYPE OF TRAINING *b*	PERCENTAGE OF TRAINING TIME *c*	KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *d*	DATES *e*	LOCATION *f*	SUPERVISOR *g*
2. Formal training. At the end of phase III, the intern should have completed the training courses listed below.			2. After completing these training courses, the intern will be able to—			
a. Equal Employment Opportunity Training.			a. Master learning objectives in the course descriptions.			
b. Files Management.			b. Apply the acquired knowledge, skills, and abilities to work assignments.			
c. DA Publications Management (prescribed course or equivalent course).						
d. Effective Briefing Techniques.						

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LEGEND: D--Discussion; DEM—Demonstration; SA—Supervised activity; WS—Workshop

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